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ABSTRACT

The Chapel Island Indian Reserve is a community of fewer than 300 Micmac Indians in Richmond County, Nova Scotia. In September 1981 the Chapel Island Board assumed responsibility for the operation of Mi'kmawey School (grades 1-6). This evaluation of the second year of the school's operation addresses community expectations, organization and administration, curriculum, instruction, pupil achievement, human resources, and physical facilities. The Chapel Island community expects the school to prepare pupils for successful transfer into the Nova Scotia provincial school system at the end of grade 6. The education authority of the Band is a committee of the Chief and Council which functions in accordance with broad terms of reference, not all of which have been observed in practice. The curriculum of the school parallels, but does not follow, the Nova Scotia provincial curriculum. In the area of instruction, four areas (such as individualizing instruction) need improvement. Pupil achievement is a problem, and should be addressed with instructional improvements. Classroom facilities are adequate. Several suggestions are made for improving the use of human resources. (BW)

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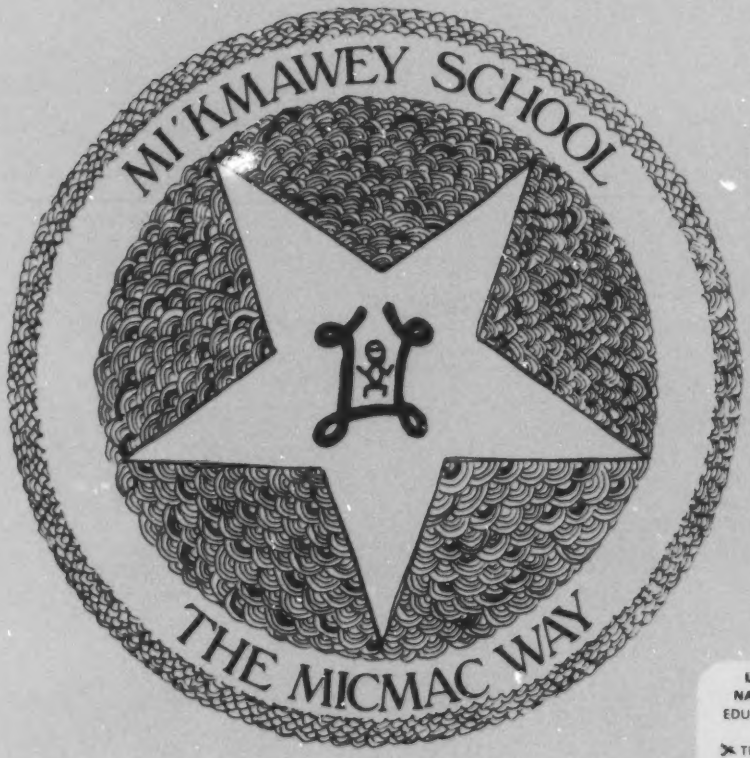
The Chapel Island Education Evaluation Report



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30 June 1983

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Prefatory Note

As Co-Directors of the Micmac-Maliseet Institute at the University of New Brunswick, we were interested observers of the Mi'kmawey School at Chapel Island, Nova Scotia, from the start, and we were pleased and gratified that the Band turned to us as evaluators of the school in the second year of its operation.

In the course of the evaluation and the preparation of this report, we received the full cooperation of the Chief and Council, the Evaluation Committee, Band and school staff, and, indeed, most of the community. Special thanks are due Russell Marshall, Band Councillor and School Board Chairman; Lillian Marshall, Band Social Counsellor; and Lynda Boudreau, Band Research Consultant, for their enthusiastic participation in this project.

Finally, we appreciate the cooperation and goodwill extended us by the supervisory and teaching staffs of the Richmond County school system.

Fredericton, New Brunswick
30 June 1983

W. D. Hamilton
R. D. Owston

I Summary of Report

1. Chapel Island Indian Reserve

The Chapel Island reserve is a community of fewer than 300 Micmac Indians situated on the south west shore of Bras d'Or Lake in Richmond County, Cape Breton Island, Nova Scotia.

2. Chapel Island (Mi'kmawey) School

In September 1981 the Chapel Island Band assumed responsibility for the operation of Mi'kmawey School (grades 1-6) which was erected on the reserve in that year by the Department of Indian and Northern Affairs, at the Band's request.

3. Mi'kmawey School Evaluation

The Band's experience in the first year of the school's operation was positive and encouraging -- so much so that their main concern was that this momentum be maintained. They also had specific concerns or questions in the following areas which they felt a school evaluation study should address: a) community expectations, b) organization and administration, c) curriculum, d) instruction, e) pupil achievement, f) human resources, and g) physical facilities.

In June 1982 the Band asked the Evaluation Branch (Corporate Policy) of the Department to have the evaluation conducted. In November a contract was issued by the Department whereby Professors W. D. Hamilton and R. D. Owston of the University of New Brunswick would act as evaluators for the project in cooperation with an evaluation advisory committee.

The time frame for the evaluation was 10 November 1982 to 30 June 1983.

4. Major Assumptions

The major assumptions of the evaluation are as follows: a) that the Band is conducting Mi'kmawey School in what it perceives to be the best educational interests of its children, b) that the Band is competent to conduct the school, and c) that the Department will continue to fund and otherwise support the school so that appropriate programs and services can be offered.

5. Evaluation Methodology

The data required to answer the questions posed in the terms of reference for the evaluation were obtained from the following sources: a) evaluation committee meetings, b) a comprehensive community survey, c) individual in-depth interviews with approximately 20 persons recommended by the evaluation committee, d) the reports of four expert consultants engaged to examine the school in terms of teaching/learning styles, the place of the Micmac language and culture in the classroom, early childhood education, and the Nova Scotia provincial curriculum, e) standardized pupil achievement tests (CTBS), and f) previous documentation and certain other sources.

6. Findings, Conclusions, and Recommendations

A. COMMUNITY EXPECTATIONS

It is virtually the unanimous expectation of the Chapel Island community that Mi'kmawey School will prepare pupils for successful transfer into the Nova Scotia provincial school system at the end of grade 6.

It is also the expectation of a majority of members of the community that the school will expose people in a meaningful way to Micmac language and culture.

The report, therefore, recommends that the basic Nova Scotia provincial curriculum (in the key skill areas of reading and mathematics) be followed in Mi'kmawey School and that a Micmac language/culture program (as proposed in some detail in the report) be introduced.

B. ORGANIZATION AND ADMINISTRATION

The education authority of the Band is a committee (cum school board) of the Chief and Council which functions in accordance with broad terms of reference, not all of which have been observed in practice. Relationships among Chief and Council, School Board, school Coordinator (or Principal) are undefined, and no official rules and regulations have been set down relative to school personnel or the conduct of the school. In spite of this, the school functions harmoniously -- thanks to a committed Band and educational leadership, a cooperative staff, and a supportive public.

The report recommends that specific terms of reference be developed for the School Board, that a job description be developed for the school Coordinator, that procedures, rules, and regulations with respect to the conduct of the school be developed and set down in a handbook, and that (better to effect the above) an educational leadership training program be sponsored on the reserve by the Department.

C. CURRICULUM

The curriculum of the school parallels, but does not follow, the Nova Scotia provincial curriculum. The report proposes those areas in

which the provincial curriculum should be followed, as well as possible unique features, and recommends that goal-setting and skill development programs be instituted at the school in accordance with specific suggestions made in the report.

D. INSTRUCTION

In the area of instruction, it was found that too much specialized subject teaching was taking place in the school, that insufficient effort was being given to the individualizing of instruction, that parents were not sufficiently involved in the academic life of the school, and that "time on task" was inadequate in grades 3-6.

The report's recommendations address these four specific issues.

E. PUPIL ACHIEVEMENT

The CTBS test battery was used with grades 2-6. Of the 14 pupils completing the battery, only three achieved composite scores above the 50th percentile, and a majority scored below the 20th percentile. The report recommends that the problem of pupil performance be addressed by more time on task, more individualized instruction, more tutorial assistance, and in other ways -- on an urgent basis.

F. HUMAN RESOURCES

In essence, the report proposes that more use be made by the school of community expertise (e.g. linguistic/cultural), that the Band seek a formal association with the provincial school board which receives Mi'kmawey School pupils at the end of grade 6, and that a strong relationship also be maintained with a major educational resource institute in the region.

G. PHYSICAL FACILITIES

Classroom facilities are adequate for the forseeable future. The possibility of acquiring physical education facilities should be discussed with the Department.

ii Introduction

A. Chapel Island Indian Reserve

The Chapel Island Indian reserve is situated along the south west shore of Bras d'Or Lake, some 15 kilometers east of the village of St. Peter's, in Richmond County, Cape Breton Island, Nova Scotia.

A small reserve, having fewer than 300 residents, Chapel Island is nonetheless an important historic and cultural centre of the Micmac nation. The area which now comprises the reserve has, since aboriginal times, been a gathering place for the Micmac people. Historically, an annual thanksgiving feast was held on the Island, which is located just off the mainland of the reserve. This gathering served to reaffirm religious and social ties, and it provided a place for the Grand Council, the traditional political body of the Micmacs, to meet and discuss matters of concern to the Micmac people.

With the establishment of a Christian church on the Island in 1757 by Abbé Maillard and the designation of St. Anne as the patron Saint of the Micmacs, the event took on a Christian character, but for more than two centuries, the St. Anne's Mission, celebrated annually during the last week of July, has continued to serve its traditional function of uniting Micmac people of the Maritime provinces and the Eastern seaboard -- while hosting the annual meeting of the Grand Council.

From the Mission, the Chapel Island community has drawn a discernible spiritual strength, but in recent decades other forces have sapped the vitality of the reserve and posed a threat to its continued existence. The community faced its most formidable challenge in the early 1940's when an

attempt was made by government to consolidate and centralize Nova Scotia Indian reserves. By this scheme, the people of Chapel Island were to have been relocated on the Eskasoni reserve, near Sydney. With promises of welfare, housing, and farms in Eskasoni, and termination of services to any of the people who remained, the Chapel Island Band population dwindled from more than 2,000 to a handful of residents who refused to relocate. The economic, social, political and educational fabric of the community was destroyed, and because those who moved included many of the principal families and leaders of the reserve, the effect was devastating to morale. To make matters worse, a tuberculosis epidemic swept through the reserve at this time, leaving some people too ill to take a vigorous stand against government policy or to contribute substantially to the rebuilding of a decimated and demoralized community. Yet somehow the job was done.

It is in terms of its vibrant spiritual and cultural traditions, on the one hand, and its desperate struggle for survival, on the other, that the Chapel Island community can best be understood and appreciated. This background may help to explain, for example, why the Chapel Island people are so independent-minded, so adamant concerning their rights, and so determined to acquire (through education) "the tools of the oppressor," at the same time as they keep jealous guard over their language and culture. There is a pride and determination among the people of this reserve which is not frequently as evident or widespread in Indian or non-Indian communities of similar size or circumstances.

There is virtually no industry on the Chapel Island reserve, nor any significant employment except that provided by the Band office in the

administration and servicing of the reserve. A handful of residents hold jobs or positions off the reserve, and a larger number have moved elsewhere to obtain employment, but a majority of the people are dependent for their livelihood upon direct government assistance. This is in contrast with the economic situation of the community some 50 years ago, when most residents were to some degree self-supporting through farming, lumbering, fishing, and other activity conducted on, and around, the reserve. More recently, a government-subsidized oyster factory employed much of the adult male population, but it was closed down in the late 1970's as an economically unviable industry. Today, the leadership in the community speaks of establishing a commercial trout farming operation on a small lake on the reserve, but no concrete action has yet been taken to make this a reality.

The lack of industry and employment is the most obvious problem for the Chapel Island reserve, but social development has continued in spite of this. The standard and the quality of life on the reserve have improved dramatically in recent decades, and there is little evidence of the squalor that is often associated with idleness in a community. Homes and properties are, for the most part, well maintained. The institutions of marriage and the family are intact. And drunkenness, lawlessness, and violence do not mark the community as they do those communities, Indian and non-Indian alike, in which idleness is found in combination with spiritual poverty.

Community aspirations are communally shared to a large extent at Chapel Island, and participation in community activities is strong. In no area of aspiration and endeavor is this more evident than in the area of education. On this theme, the Band speaks best for itself, perhaps, in a Community Profile (Appendix A) which was prepared in 1977-78:

> Education is highly stressed in the community, and sanctions are brought to bear on students who either drop out or fail to achieve satisfactory academic progress. Education is recognized by the majority as a means to improve the calibre of native life-style in future generations, and this attitude in turn influences children on the reserve, who enjoy a high level of academic achievement in comparison with general Indian academic progress. There are currently eight students from the reserve who are enrolled in university, another who is enrolling next year, one who has received his Master's degree, and another who is in the process of completing her Ph.D. This rate of post-secondary achievement in a reserve with a total population of 236 is one of the characteristics which distinguishes Chapel Island Reserve and provides a source of continuing pride to community members.

B. Chapel Island Schools

Noel Doucette, a former Chief of the Chapel Island Band, and the current President of the Union of Nova Scotia Indians, states that research of his has shown that a federal school was first established at Chapel Island (then officially Barra Head) in the 1860's, and, by local tradition, such a school was conducted continuously there from the late 1800's onward. Most adult members of the community attended this school, and, in fact, a majority of them were taught by its longest-serving teacher, Mrs. Hazel MacDonald, who resides still, at an advanced age, in St. Peter's, Nova Scotia.[1]

Mrs. MacDonald's school undoubtedly had a significant influence in forming the values and shaping the attitudes of adult residents of the Chapel Island reserve. These residents speak of the school with different mixtures of admiration, amusement, and contempt depending upon their personal experiences there and their attitudes towards the paternalistic tradition within which the former federal Indian schools were conducted.

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[1]Thanks are extended to Margaret Ouellette for the use of historical notes of hers on Chapel Island schools, including notes written by Mrs. Hazel MacDonald.

Mrs. MacDonald began her Chapel Island teaching career in the fall of 1936 in a school building that she estimated to have been at least 50 years old, and she ended her work in the spring of 1963, having given 27 years of service to the community.

In the fall of 1937 a new schoolhouse was opened on the reserve, which Mrs. MacDonald thought a splendid facility at the time.[2] It was of wood frame construction set on a full concrete basement, and it was heated by a wood-burning stove. In this schoolhouse, there were desks for approximately 30 pupils (ordinarily grades 1-7) which were usually occupied. Outside were picturesque grounds ("the best kept in the province," according to Mrs. MacDonald), a hedge, and a flagpole.

With the 30-odd pupils in her care, Mrs. MacDonald endeavored to follow the Nova Scotia provincial school curriculum. Textbooks and resource materials provided by the Department of Indian Affairs left little to be desired, and enough of the pupils were attentive and diligent, but most of them were handicapped to one degree or another by the fact that English was a second language for them. Of course, nothing of Micmac language or culture made its way into the curriculum, but Mrs. MacDonald tried to adapt her teaching in other ways to the interests and talents of the pupils. Some attention was given to physical education, for example, in response to the fact that the reserve was very sports-minded. Music was stressed and concerts were staged, largely because of pupil and parental interest. Local custom had its impact too in different ways; for instance, the school would be closed down for as many as three or four days for a funeral.

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[2]This school building exists still (at a different site) and currently serves as the Chapel Island Band Office.

The Indian Day School at Barra Head (Chapel Island)
Nova Scotia, circa 1950's

Until the 1950's, it was customary for pupils at Chapel Island to drop out of school before completing the elementary grades and for none of them to proceed beyond grade 8. Exceptions occurred in the '50's, when a few pupils went on to convent boarding schools at nearby Arichat and Mabou, but it was not until the '60's that significant numbers of pupils continued their education. This development paralleled a development in the Maritime provinces in general in the 1940's, '50's, and '60's for rural children to acquire secondary education. When the trend came to Chapel Island, it was to the public Catholic school at Johnstown, Nova Scotia (then a combined elementary-secondary school), that residents of the reserve turned.

In 1960-61, three secondary pupils from Chapel Island and the entire grade 7 class of four pupils were admitted to Johnstown School. In 1961-62 the grade 6 class of six pupils was also admitted . . . and so on, year by year, until September, 1964, when all remaining pupils were transferred, at the same time as a new school building was opened there, in the construction of which the Department of Citizenship and Immigration (them embracing Indian Affairs) participated by contract. These details are given here because there is bitterness still at Chapel Island over the fact (or the perception) that the Department made arrangements with the Municipality of the County of Richmond to transfer all Chapel Island pupils to the public school at Johnstown (some 20 kilometers east of the reserve), and to participate in the erection of a new school building for them there, without consulting the Chapel Island Band in the matter. If so, the Department must also have arranged, over a four-year period, to transfer Chapel Island pupils to Johnstown, grade by grade, until only a few pupils in grades 1-4 remained in the Chapel Island school the year prior to the opening of

the new school at Johnstown. Some Band leaders state that during this period of time spokesmen for the Band were lobbying the Department for a new school on the reserve but that their pleas fell on deaf ears. The facts are elusive, but dissatisfaction over the transfer of Chapel Island pupils to Johnstown remained (or developed) over the 17-year period that they were enrolled there, and contributed ultimately to the community's decision to create, in 1981, its own Band-operated elementary school on the reserve.[3]

Intensive efforts by the Chapel Island Band Council to establish a school on the reserve as an alternative to the Johnstown School date from 1977-78. The Council's case for the school is presented in detail in the Community Profile (Appendix A) done in that school year. The arguments in the Profile are positive ones, but a majority of the Chapel Island residents interviewed in the course of this evaluation study cited negative reasons for the school's coming into being -- that is, that there was widespread and acute dissatisfaction in the community with the Johnstown School. While a few of those interviewed complained of poor secondary school performance on the part of former Johnstown pupils, a majority complained that Chapel Island pupils were racially discriminated against in one way or another at Johnstown. In particular, an incident involving

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[3]In the meantime, beginning in 1966, the secondary grades (all pupils, Indian and non-Indian) were removed, year by year, from Johnstown School and transferred to St. Peter's High School -- leaving only grades 1-6 at Johnstown. St. Peter's remains the receiving school for Chapel Island pupils who complete grade 6 successfully. Appendix B provides follow-up data on all students who were enrolled in this school between 1970 and 1982. Comparative statistics for other Indian and non-Indian Nova Scotia students are available in the Union of Nova Scotia Indians' files (1980) from a study done for the Union by Dalhousie University's Institute of Public Affairs.

an alleged physical confrontation between one of the Johnstown teachers and a female pupil from Chapel Island was cited as evidence of such discrimination (though the alleged facts varied considerably from narrator to narrator). The teachers at Johnstown School rejected all such allegations as false and malicious, and a spokesman for them suggested that certain members of the Band were using (and maybe even fabricating) such rumors cynically for the sole purpose of strengthening the case for the establishment of a Band-operated school on the reserve. Again, the facts are elusive, but it should be noted that a Nova Scotia Human Rights Commissioner, himself a Micmac, upon investigation of the specific incident mentioned above, found no evidence of wrongdoing on the part of the teacher concerned.

Whatever the facts, relations between the community and the Johnstown School (and, by extension, the Richmond County School Board) had deteriorated by 1981 to a point where, for that reason alone, it could be argued that an independent school was needed on the reserve.[4] In retrospect, at least some Richmond County School Board members and officials concede that efforts should have been made by the Board to establish and maintain proper lines of communication with the Band. The ultimate complaint of Band officials was not merely that problems arose from time to time between Chapel Island pupils and parents and the school staff and non-Indian pupils at Johnstown, but that no member of the Band was eligible to sit as a voting member on the County School Board, and that the Board had established

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[4]Nothing was done to improve relations when, after the Mi'kmawey School opened, a CBC television news documentary filmed at Chapel Island, contained unflattering references to Johnstown School.

no acceptable procedures for hearing grievances from the Band. Chief John Basque, in particular, explained in his interview why he and members of his Council felt frustrated and humiliated in their efforts to meet with County school officials on a basis of mutual respect. In this regard, it should be noted that, at times, up to 75 per cent of the pupil population at Johnstown was Indian and that the Department of Indian Affairs and Northern Development (DIAND) paid substantial tuition fees to the School Board on their behalf.

The agreement between DIAND and the Chapel Island Band (Appendix C) by the terms of which the Band assumed responsibility for the conduct of the new school erected on the reserve by the Department, is dated 16 July 1981, and the school opened in September of that year. Of more interest than the agreement, which is a formula-type document used universally by the Department for such transfers of responsibility, are three documents which reveal something of the spirit and philosophy of the school at its beginning.

The first of these (Appendix D), a Band document entitled "Five Key Factors of Success in Alternative Schools," reflects in many ways the philosophical idealism of that segment of the leadership at Chapel Island that played the most active part in acquiring a reserve school. While that leadership did not label its school an "alternative" school as proposed in the document, the countercultural impulse to attempt something new without regard for the sacred cows of convention is definitely present at Chapel Island, as revealed through the interviews held there, as well as through the evaluators' ongoing association with the educational leadership on the reserve.

For example, there was considerable initial excitement over the concept of providing instruction in the school in the Micmac language, although, again, the proposal that Micmac be the sole language of instruction at the primary level (program feature "d" in the document) would undoubtedly have been seen as unrealistic in the community as a whole. Similarly, there was an initial fascination with the concept that Micmac (or Indian) learning styles may be sufficiently different to warrant the introduction of unique curriculum and modes of instruction into the school. In general, proposals within this document which could be implemented readily were implemented in the form proposed or in a modified form at the start. For instance, the Micmac language was taught in the first year of the school's operation; microcomputers were purchased, as recommended, to promote individualized instruction; a school philosophy was developed and enunciated; links were established with major institutions,[5] and alternative funding was sought (as, for example, for the present evaluation study). The document, then, is pertinent to an understanding of the ideals and aspirations which the community had for the school.

The second document of interest (Appendix E) is the program prepared for the school opening, the entire text of which identifies the school with learning and speaking the Micmac language; preserving Micmac language, culture, and history; and finding identity and beauty in being a Micmac

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[5]Different institutional links are cited in this report but the most significant of these was the establishment of a "Board of Advisors" for the school with the following membership: Dr. Tony Johnstone, Ethnic Services, Nova Scotia Department of Education; Ms. Elizabeth Planetta, University College of Cape Breton; Mr. Paul Robinson, Atlantic Institute of Education; Ms. Sheila Carr-Stewart, Department of Indian Affairs (Nova Scotia District); and Dr. M. S. Virick. This board played no significant part, as it proved, in the conduct of the school, but the fact of its establishment is of interest.

person. If any other purpose for this independent school was in the minds of those planning the opening exercises, it was at least not stated in the program.

The third document (Appendix F) displays the school motto, in the Micmac language (with English translation) and presents a version of the Micmac concept of one's relationship with one's fellow man. In reporting on the opening of the school, the Micmac News referred to the school crest (Appendix E) and the school motto as follows:

> Lillian Marshall and Russell Marshall, both instrumental in bringing this school to reality, approach the stage carrying the school crest. The crest, the final result of many minds working cooperatively, is of special significance to this school and its children.
>
> "The colors, black and yellow," explains Lillian, "are Micmac aboriginal colors, and were chosen by the children."
>
> "The star signifies heaven or light, the hieroglyphics represent a child and man and/or woman; yellow for sunlight or day and black for night," she says.
>
> The school motto, explained by Marshall, no doubt has a lot to do with the positive attitude projected by students here.
>
> The motto states: "I see myself; I know myself; I know what I am thinking; I love myself; I think well of myself; I know I am a good person. Therefore I can look at my friend; know my friend, listen to my friend, love my friend, think highly of my friend, I know he is a good person."
>
> "We are building a foundation for children to go by," says Marshall.
>
> She says that educators have found that children who don't like themselves suffer educationally.
>
> "An important aspect of self-esteem is self-confidence. Children who lack self-confidence spend so much of their energies fighting anxieties within, they have none left over for the job of learning. For such an unhappy child, a new experience is not exciting, but threatening. Thinking that he will fail whatever he attempts, a child without self-confidence gives up on himself," she states.

C. Mi'kmawey School Evaluation

The impetus for the present school evaluation came from the Mi'kmawey (Chapel Island) School Board and can best be illustrated by the letter

written on 22 June 1982 by Board Chairman, Russell Marshall, in which DIAND is asked to authorize such an evaluation:

9 km. east of St. Peter's on route 4

CHAPEL ISLAND BAND COUNCIL

R. R. No. 1, St. Peter's, Richmond Co., N.S.

June 22, 1982

Ms. Mary K. Rombout
Evaluation Officer
Evaluation Branch, Corporate Policy
Indian and Northern Affairs Canada
Les Terrasses de la Chaudiere
Ottawa, Ontario K1A OH4

Dear Ms. Rombout:

By the attached Band Council Resolution dated June 22, 1982, the Chapel Island Indian Band asked that a comprehensive education evaluation study be conducted at Chapel Island during the 1982-83 school year and that your Branch be invited to undertake this evaluation in cooperation with the Band.

Effective 1 September 1981 the Chapel Island Band assumed full control over the education program offered at the school on the reserve and will, therefore, by the end of the 1982-83 school year, have been exercising this control for a two-year period. Unlike the initial experiences of many Bands, perhaps, in assuming full responsibility for their school, our experience to date at Chapel Island has been very positive and encouraging. No severe problems have been encountered. Good relations have been maintained with the Department. Our parents and teachers have entered enthusiastically into this endeavor with us. And we feel that the benefits of what we have begun are already evident in the attitudes and accomplishments of our children. So much so that our main concern is that this momentum be maintained. To help with this, we feel that factors contributing to our success should be clearly identified so that what we may have struck upon to some extent by chance or instinct can be perpetuated through sound planning for the future.

Although this concern is central, we also have a number of other concerns and needs with which an evaluation could assist us. Perhaps these could best be expressed as questions. For example:

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1. What is the consensus among us as to how our curriculum should evolve in order to address the need for minority cultural education on the one hand, and for the imparting of more general skills, competencies and cultural values on the other? (In short, our expectations and priorities as a community should be methodically assessed as part of any comprehensive evaluation, possibly through a "needs assessment" approach.)
2. To what extent does our present curriculum meet the community's needs? How, specifically, might it be adapted?
3. How well are our children achieving academically in terms of local, provincial, and national norms?
4. How effectively are our classrooms being conducted? Are there organisational or other changes which could be made to further the accomplishment of our goals?
5. Are we doing as much as we should be doing to involve parents and the community generally in the school?
6. Could our relations with the provincial school system be strengthened?

These are only a few of the questions which we would like to see pursued through an evaluation study. These could be given focus and better definition through the process of developing terms of reference for the study. To assist us in beginning this process, would you be agreeable to coming to Chapel Island to meet with our school board and several members of our school and Band staff sometime during the next month? An exact date could be arranged by telephone with me or Lynda Boudreau, our Band research consultant, at (902) 535-3317. We would also like to invite Professors Bill Hamilton and Ron Owston of U.N.B.'s Micmac-Maliseet Institute to attend such a meeting in order to draw on the experience which they have had to date in evaluating education programs on other reserves in the region.

I look forward to hearing from you soon.

Yours sincerely,

Russell Marshall
Chairman
Mi'kmawey School Board

After the Department responded positively to this request and Ms. Rombout of the Evaluation Branch met with the concerned representatives of the Band at Chapel Island, an Evaluation Committee was established and broad terms of reference were drafted by the Band. These were refined on 3 September 1982 through an all-day meeting of the Evaluation Committee

that was professionally facilitated by Freeman Dryden, of New Dawn Enterprises of Sydney. The final version of the terms (Appendix G), dated October 1982, was drafted by the Evaluation Branch of DIAND.

By the terms of the evaluation contract, dated 10 November 1982, Professors W. D. Hamilton and R. D. Owston of the University of New Brunswick were to conduct the evaluation in cooperation with the Evaluation Committee. The evaluators, in this case, had the advantage of familiarity with the Mi'kmawey School since its inception, of knowing most of the leadership at Chapel Island personally, and of working in other projects at Chapel Island, or with Chapel Island Band members.

The time-frame for the evaluation was 10 November 1982 to 30 June 1983. During this time, four meetings of the evaluation committee were held, and the consultants spent approximately 20 days on site carrying out the several phases of the evaluation. In addition, four different consultants (see Appendices I, J, K, and L) spent a total of approximately 8 days on site.

The major assumptions of the evaluation are as follows: a) that the Chapel Island Band is conducting the school on the reserve in what it perceives to be the best educational interests of its children, b) that the Band is competent to conduct the school, and c) that the Department of Indian Affairs will, in good faith, continue to fund and otherwise support the school so that appropriate programs and services can be offered.

The major constraints under which the evaluation was carried out were as follows: a) The short length of time in which the school has been in operation limited the possibilities for drawing conclusions as to its educational effectiveness, and b) The small enrolment and small classes limited the applicability of statistical measures and comparisons.

III Evaluation Methodology

The data required to answer the evaluation questions posed in the terms of reference for this study came from five major sources -- evaluation committee meetings, a community survey, individual in-depth interviews, expert consultant reports, and standardized achievement tests. In this section, the methods and kinds of data obtained from these and other sources are outlined.

A. Evaluation Committee Meetings

The Evaluation Committee was made up of Chapel Island School Board members, the Chapel Island Band research consultant, the Coordinator of Mi'kmawey School, a provincial school board representative, a representative of the Evaluation Branch of DIAND, and the evaluators. (The Nova Scotia District Superintendent of Education of DIAND was slated to be on the committee but did not attend any meetings because she transferred to another district.) The formal role of this committee was to ensure that the evaluation of the Mi'kmawey School was carried out to the satisfaction of the Chapel Island Band and DIAND. During the period June 1982, when the evaluators first discussed the project with the committee, to June 1983, when the first draft of the final report was presented, the evaluators met with the committee six times.

Besides the formal role that this committee played, it played an important role as an information source for the evaluators. The committee meetings, which allowed a free exchange of ideas, served as a forum for the evaluators to ask questions of the school and the community. This was

a valuable method of verifying the accuracy of previously collected data, making logical connections between ideas, and obtaining guidance on how and where to seek particular kinds of information. Frequently, the evaluators were able to meet individually with committee members before and after the meetings to obtain detailed information on different issues.

B. Community Survey

A door-to-door survey of community attitudes and opinions about the Chapel Island education program was specifically requested in the terms of reference. The questionnaire (Appendix G) used in the survey consisted of 53 questions in total. Ten of these questions pertained to statistical information on the respondent, such as age, employment status, education level; thirty-nine questions asked respondents to agree or disagree with statements about the school, the teachers, and the school program and facilities; and four questions allowed respondents to state their opinions on the strengths, weaknesses and problems they saw with the school. A total of 35 heads of households responded to the questionnaire, out of a possible 43. Those who did not respond were either absent from home or else declined to be interviewed.

The questionnaire was first drafted by the evaluators, taking into consideration the concerns and questions raised in the terms of reference. This draft was presented to the Evaluation Committee for comments and suggestions, and was subsequently revised. The revised version of the questionnaire was then sent to the Band research consultant who selected and trained two Band members to administer it. The interviewers went to each home as a team and read the questionnaire (translated into Micmac where

necessary) and recorded the responses in writing. Only the head of each household or his/her substitute was asked to respond to the questionnaire. The Band research consultant monitored the responses to ensure that the questionnaires were being completed properly. Questionnaires were numbered to maintain confidentiality and only the interviewers knew the identity of the respondents.

The completed questionnaires were coded and computer analyzed by the evaluators using the SPSS frequencies and cross tabulation programs (Appendix H).

C. Interviews

Individual in-depth interviews were held with selected Band members, teachers at Mi'kmawey School, and County education officials. Names of 18 such persons were provided to the evaluators by the evaluation committee, only two of whom proved to be unavailable to be interviewed. The interviewees were selected by the committee to represent various perspectives and opinions on the Mi'kmawey School.

The interviews were conducted in December 1982 by only one of the evaluators (Hamilton) to increase the consistency in questioning. Interview scheduling was done by the Band research consultant who also provided advanced information to the interviewees on the purpose of the interviews. After initial introductory information was provided by the evaluator, interviewees were asked to describe their involvement in the education of children at Chapel Island. Then they were encouraged to state their opinions concerning the Mi'kmawey School and to discuss any school or educational problems of which they were aware.

During the interviews notes were taken by an assistant hired by the evaluators. It was felt that the taking of notes would be less threatening to the interviewees than tape recording the interviews, and that the resulting loss in accuracy would be offset by the increased openness. The interview notes were later edited and organized so that comparisons could be readily made among interviews.

D. Consultant Reports

At the outset of the evaluation, the need for additional expertise in several specific areas was recognized. These areas were teaching/learning styles of Indian children, use of Micmac in the classroom, early childhood education, and provincial curriculum standards. Therefore, after consultation with the Evaluation Committee, the following consultants were engaged:

1. Teaching/learning styles -- Dr. Arthur J. More
   Supervisor of Indian Education
   University of British Columbia

2. Micmac use in the classroom -- Professor Robert Leavitt
   Micmac-Maliseet Institute
   University of New Brunswick

3. Early childhood education -- Ms. Miriam Leavitt
   Early childhood specialist
   Fredericton, New Brunswick

4. Provincial curriculum standards -- Ms. Pat Barnes
   Curriculum Consultant
   Nova Scotia Department of Education

Each consultant spent one to two days on site meeting with teachers and observing classes. Their reports served as primary sources of information for the evaluators when looking at those particular areas. These reports appear as Appendices J, K, L, and M.

E. Achievement Tests

Another requirement of the terms of reference was that standardized achievement tests be given to pupils in Mi'kmawey School to determine their standing relative to other children of comparable ages and backgrounds. These test results would also serve as a benchmark when achievement is measured in the future.

The use of standardized tests with children from different cultural backgrounds immediately brings to mind the issue of cultural bias in tests. Bias means different things to different people. Some see test bias as meaning offensive content in the tests, different average scores between the minority and majority groups, unfamiliar material on the tests, a hostile testing environment, or a host of other meanings. Current research findings suggest that standardized tests are much less biased than they were originally thought to be, if the tests are used for the purpose and in the manner for which they were intended. Nonetheless, two criteria were important in selecting and using standardized tests in this evaluation. First, the tests should measure the same knowledge and skills taught and valued by the school (i.e., they should have high content validity). And second, the children should have had equivalent experience in writing such tests as other children of the same age and grade have had.

The Canadian Tests of Basic Skills (CTBS) was chosen as the most appropriate achievement test battery to use in this evaluation because it appeared to satisfy the above criteria most readily. This test battery has been used in Richmond County schools and throughout the province for a number of years, and by implication can be considered to be a valid measure of the

knowledge and skills emphasized in the provincial curriculum. Since the Mi'kmawey School program essentially parallels the provincial curriculum, the CTBS could also be judged a reasonably valid measure of the knowledge and skills taught there. Furthermore, the older children in the school were exposed to the CTBS when attending Johnstown School, and therefore had similar experiences in test taking as other children in the County. The younger children at Mi'kmawey School had not written a standardized test before, hence were at a disadvantage over their counterparts in the County schools who began writing tests in grade 1.

There are five tests in the CTBS battery described in the test manual as follows:

Test V: Vocabulary -- reading and knowing the meaning of words

Test R: Reading -- understanding what is read

Test L: Language -- spelling; capitalization; punctuation; use of words

Test W: Workstudy Skills -- reading maps, graphs, and tables; alphabetizing, using an index, the dictionary, and similar materials, and finding information in the library

Test M: Mathematics -- understanding the number system, mathematical terms and operations, solving problems; computation

In place of Test W, the primary version (level 7) contains:

Test WA: Word Analysis -- decoding skills involving grapheme-phoneme relationships

Form 5 of levels 9 to 12 of the CTBS was administered to grades 3 to 6, and form 3M of level 7 was administered to grade 2. These forms were recently normed on samples of pupils from public and separate schools across Canada. Primary and grade 1 pupils were not tested because it was felt that the test results would not be meaningful for the purposes of the evaluation.

Testing was carried out during the first week of May 1983. One of the evaluators (Owston) explained the testing procedure to two of the classroom teachers who in turn administered the tests in two groups -- first to the pupils doing level 7, and second to those doing levels 9 to 12. The testing involved two relatively short periods per day for four days. The evaluator was on-site for the first two days of testing to help teachers if they encountered any difficulties in giving the tests and to make sure that correct testing procedures were being followed. When the testing was completed, the tests were picked up by the evaluators for scoring and analysis.

F. Other Sources

These data sources included both informal and formal contacts with the school and the Band, and certain background documents.

Prior to the beginning of the evaluation, the evaluators had visited the Band and the school in connection with their responsibilities as Co-Directors of the Micmac-Maliseet Institute of the University of New Brunswick. Also, Band members and school staff had visited the Institute and participated in an educational conference sponsored by the Institute. These occasions provided the evaluators with an opportunity to become familiar with the school program, the community, and its people.

During the evaluation period, the evaluators had occasions to meet informally with school staff and Band members, and to observe the daily operation of the school. These occasions too provided useful information for the evaluation.

Finally, several documents and publications proved to be of interest and value. Of those not reproduced as appendices or cited in footnotes, the following is specifically noted:

Sullivan, Keith C., Minority Group Perceptions of the Goals of Education for Nova Scotia Schools, Atlantic Institute of Education, Halifax, 1982.

IV Findings

The evaluation findings are presented in this section under the headings used in the terms of reference. These headings (re-ordered here in the interests of logic and convenience) are community expectations, organization and administration, curriculum, instruction, pupil achievement, human resources, and physical facilities. In each subsection the major questions asked in the terms of reference are summarized, the sources of information stated, and the findings described in detail.

A. Community Expectations

Issues. The major concerns under this heading have to do with the Chapel Island community's expectations for their children's education. Knowledge of these expectations is essential in establishing general goals and objectives for the school and consequently in planning the curriculum. The Band expressed particular concern in knowing the career and life expectations the parents have for their children, the role language and culture should play in curriculum and instruction, and the community view of discipline.

Information sources. Information to answer these questions came primarily from the community survey and, to some extent, from the in-depth interviews.

Career and life expectations. The survey contained five questions (35 to 39) directly related to the career and life expectations which parents have for their children. From these questions it is quite clear that the community does indeed have high expectations for their children's education.

Fully 89 per cent of the respondents answering this question indicated that they expect their children to attend college or university, or acquire other kinds of technical or professional training after high school. Clearly, the respondents have higher expectations for their children than they had for themselves since only 32 per cent of them completed elementary school (or less), only 25 per cent junior high school, only 18 per cent senior high school, none college (but some 25 per cent other kinds of special or post secondary programs).

Opinion is about equally divided on whether parents expect their children to remain on the reserve after they finish their schooling. Thirty-seven per cent agreed with this statement, 30 per cent disagreed, and 33 per cent had no opinion. More light is shed on this question, however, when the responses are broken down into whether or not the parents have children attending the Mi'kmawey School. These results are as follows:

Prefer children to stay on reserve

		Agree	Disagree	No opinion	Total Row
Children at Mi'kmawey School	Yes	2	4	3	9
	No	9	4	6	19
Total column		11	8	9	28

From this data it can be seen that only 2 out of 9 (22 per cent) of the respondents having children at the Mi'kmawey School want them to stay on the reserve after they finish their schooling, whereas 9 out of 19 (47 per cent) not having children at Mi'kmawey School want them to stay on the reserve. This finding appears to contradict what one might expect.

Nevertheless, one can safely say that most parents appear to want the Mi'kmawey School to prepare children for life off the reserve. Furthermore, 79 per cent of the parents stated that they agreed with the statement that their children be able to earn a living even if it means moving off the reserve.

Role of language and culture. Seven questions on the community survey (21 to 27) were devoted to language and culture. A clear majority of respondents (72 per cent) agreed that instruction in speaking and writing the Micmac language should be part of the regular program. Even more (82 per cent) agreed that Micmac culture should be part of the program, and indeed, should be emphasized more in the curriculum and continue to be developed with parental involvement (78 per cent agreed). There was less agreement on how much emphasis should be given to language, however. Fifty-nine per cent agreed that more emphasis should be given to Micmac during the first few years of school rather than during the later years. Respondents were also asked whether subjects such as math, science, and social studies should be taught in English, Micmac, or both languages. The majority (73 per cent) felt that these subjects should be taught in both languages, while the remainder (27 per cent) felt that they should be taught in English only. None of the respondents felt that instruction should be given only in Micmac. When the question was restated in terms of using both English and Micmac to explain certain topics in class, 78 per cent agreed with the practice.

The in-depth interviews tended to support the above statements, as well. Most interviewees favoured the idea of a strong cultural and

language component in the school. They saw the school as the main vehicle for preserving language and culture and promoting understanding between generations. One parent took an extreme position by stating that culture is more important than academics at the Mi'kmawey School and should be emphasized accordingly. This view is counterbalanced by another parent who felt that too much emphasis is given to language and culture and, because of this, she will send her children to Johnstown School next year. The majority opinion, however, lies between these two extremes.

Discipline. Questions 40 to 44 on the community survey dealt specifically with discipline at the Mi'kmawey School. Eighty-four per cent of the respondents agreed with the statements that the rules of the school are fair and that the school is helping their children to develop a sense of right and wrong. Fewer (77 per cent) agreed that the teachers are strict enough to help their children behave well but not too strict, and slightly less (73 per cent) agreed that parents support the teachers in discipline matters. The school was not rated as highly in helping parents develop a sense of self-discipline in their children.

Generally, there was not much concern expressed about discipline matters in the in-depth interviews. Only one parent saw discipline as a problem. The parent stated that, in contrast with Johnstown School, the children feel that they can do as they wish and wander freely about the school. Furthermore, this parent felt that parents protect their children too much and are quite willing to go against disciplinary action taken by the school. The teachers did not feel that discipline was a problem,

however. Small classes make control much easier and when problems do arise the Coordinator seems to be able to deal with them effectively.[6]

B. Organization and Administration

Issues. The main concerns with the organization and administration of the education program pertained to the efficacy of the administrative structure, the community involvement including school-community relations, and contact with educational institutions and schools off the reserve.

Information sources. The in-depth interviews, the community survey, and general observations and discussions provided the data for the findings in this section.

Administrative structure. The Mi'kmawey School is formally governed by the Chief and Council, who in turn have delegated responsibility to a School Board.[7] At present, the Board has five members, all of whom are strongly committed to the concept of a locally controlled school on the reserve. The School Board terms of reference (Appendix N) require that two members be appointed and three elected, but all present members have been appointed. This is but one indication of the fact that these terms of reference are not strictly followed by the Chief and Council or the Board itself.

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[6]Members of the Evaluation Committee stated in June that discipline problems had developed in the school after the survey and the interviews for this evaluation had been conducted, and that one or more parents had either withdrawn their children from the school for this reason or were threatening to do so.

[7]The terms of reference by which this board was established (Appendix N) designate it as a school committee, but it was later agreed by all concerned that the term "board" would more aptly describe its role and responsibilities.

The Chairman of the Board, because of his commitment and enthusiasm, appears to have been an effective leader. His added responsibilities of being Band Manager and Council member have given him a valuable insight into the problems of operating a Band-controlled school. Teachers at Mi'kmawey School have observed that the Chairman has shown sufficient interest in the school to visit from time to time to speak with them. A concern, however, is that the Chairman's duties and responsibilities are not clearly defined in the terms of reference or elsewhere. The lack of a clear statement of the Chairman's duties and responsibilities could pose a problem in the future.

Although the Board is formally responsible for the operation of the school, it has delegated much of its responsibility to the school Coordinator and, in some respects, operates more as an advisory committee to the Coordinator than as a Board. On the other hand, the Board has been involved in the hiring of teachers and in the determination of school policy. In short, no clear line has been drawn between which responsibilities are the Board's and which the Coordinator's. The terms of reference for the Board do not help in this regard as they do not deal with personnel matters or with rules and regulations for the conduct of the school.

The Mi'kmawey School, as implied above, does not have the formal position of Principal. Instead, the school Coordinator carries out the usual duties of a principal. The Coordinator does not have a regular teaching load but occasionally she will fill in for a teacher who is absent, give computer instruction, or work individually with pupils having specific problems. Besides this, the Coordinator is responsible for administering

the education budget, including payroll for all staff (teachers, bus drivers, education worker), purchasing supplies, handling invoices, and keeping financial records. Although the Coordinator finds this administrative responsibility very time consuming, she prefers having fiscal control. The fact that the Coordinator does not have a job description or a clear idea of the bounds of her job has, at times, caused her consternation.

The Coordinator's relationships within the school and with the community are positive. In their interviews, none of the teachers expressed concern about her role. On the contrary, they stated that they found her to be helpful and cooperative. Similarly, School Board members interviewed appeared to be satisfied with her work, although as a matter of principle, some would prefer an Indian coordinator.

School-community relations. The school staff and Board members have, from the beginning, made a conscious effort to involve the community as much as possible in the school. Parents are always invited to special occasions (opening ceremonies, graduation, Christmas pagent) and encouraged to visit the school any time to discuss their children's work. Their efforts seem to have paid off in the opinion of the majority of the community. Seventy-three per cent of the survey respondents felt that the community is actively involved in operating the school. Slightly fewer (70 per cent) agreed that the school listens to the concerns of the parents, while almost the same number (73 per cent) felt that they were kept informed about the school's programs. And slightly more (74 per cent), agreed that they can easily arrange to speak with the teachers.

Even though there is a feeling of community involvement in the school, there does not appear to be very much actual community (i.e., parent) involvement. Despite a number of visits to the schools, the evaluators only occasionally observed a parent visiting the school. None of the consultants, who for the most part were at the school at different times, reported any parent involvement either. This is in contrast to statements made by School Board members and teachers that parents are actively involved in the school and visit it often. Surely greater use of parents could be made since 18 of them (64 per cent) expressed interest in becoming more involved with the school.

External contacts. As mentioned as the outset of this report, Chapel Island Band members have not traditionally been actively involved in education matters off the reserve. In the last few years the situation has changed, however. Contacts with various government departments (Indian and Inuit Affairs, Department of Education, Secretary of State), universities (University of New Brunswick, University College of Cape Breton, Atlantic Institute of Education), Micmac Association of Cultural Studies, and private consulting firms (New Dawn Enterprises, Micmac Language Institute) are now quite common. Locally, there is an Indian counsellor at St. Peter's High School. A meeting with the high school teachers was held for the first time on the reserve when Dr. Art More, consultant for this study, was on site, and because of this study, Margaret Ouellette, a Richmond County school supervisor, has made a number of visits to the reserve.

All of these initiatives, with the exception of the counselling position, are short-termed, however. Indian and Inuit Affairs does not

have, nor likely will have, a school consultant, and no formal links have been established with the Department of Education or Richmond County schools. In many ways the school is operating in a vacuum. The agreement between the Band and DIAND calls for the Mi'kmawey School to be operated according to provincial standards and norms, yet the school has no official contacts with the province to ensure that they are informed of these, let alone that they are being followed.

C. Curriculum

Issues. The terms of reference called for assessments of the academic curriculum as compared to provincial norms, the current use of language and culture in the classroom, and the role of other subjects beyond the core curriculum in the school. After the terms of reference were set, the Evaluation Committee requested that more attention be given to the Head Start program, so this assessment also is included in this section.

Sources. The four consultants' reports, the community survey, and the evaluators' observations were the main sources of information for investigating the above issues.

Comparison of curriculum to provincial norms. As mentioned earlier in this report a consultant from the provincial Department of Education was engaged to compare curriculum followed at the Mi'kmawey School with provincial standards. This report appears in Appendix M.

The major findings of the consultant are that the Mi'kmawey School is following the provincial program in most areas and that the school has a good learning environment. Concern was expressed by the consultant in three areas, however. The first was that, because of subject area teaching,

interrelationships among subjects was being lost. These interrelationships are emphasized in the provincial program to give the school experiences of children more meaning and wholeness. Secondly, music and physical education are not regular components of the Mi'kmawey program at grades 4 through 6 as in the provincial curriculum. And finally, health is not part of the Mi'kmawey program in grades 2, 3, and 4, unlike the provincial system.

Language and culture. The place of Micmac language and culture in the curriculum of Mi'kmawey School was reported upon as follows by the language/culture consultant (Appendix K)

"During the 1981-82 school year, an instructor was hired to teach Micmac once a week. Because of lack of funding this school year, the program was discontinued, and as a result, there is no formal Micmac language instruction taking place in the school. That is not to say that Micmac is not spoken in school, however. On the contrary, Micmac is used quite often by both teachers and students.

"Most often Micmac is used informally, at recess, entering and leaving the building, running errands, arranging and organizing furniture and materials in the classroom. When it is used more formally, it tends to be used to discipline children, to refer to children's work, their inquiries, and difficulties. Micmac is not used in dealing with the content itself. One teacher attempted to teach several of her grade 5 and 6 science classes in Micmac, but both she and her students found the vocabulary too difficult. The one exception to this is this same teacher's social studies classes, where it is used to explain concepts and terms the children find confusing in English.

"Micmac culture can genuinely be 'part' of the school curriculum only as an approach to learning and living, not as content. Children can't learn effectively about Micmac culture unless they learn through it. One way the school has tried to implement a program of Micmac culture is by involving community members as instructors, story tellers, and craftsmen. Most notable has been the participation of the reserve's social counsellor in the Head-start and grade 5 and 6 classrooms, where she has conducted a series of activities this year. These include Micmac songs and prayers, vocabulary lessons and traditional games. With the older children she plays waltes every Friday afternoon in a continuing tournament. This instructor's approach is characterized not only by her use of the Micmac language, but equally by her spirit of cooperation with the children. They participate with her, much as Micmac children in the community become involved in other adult activities (and unlike most school work, in which teachers become involved in child-centered activities).

"As part of these efforts toward a Micmac cultural program, the social studies teacher, as mentioned above, focuses her attention on the reserve, its people and its history, using some Micmac language in her lessons and providing opportunities for children to visit and interview adult workers in the community. Children have made special studies of local customs and traditions. The Coordinator and teachers feel that in order for children to be ready to move beyond the borders of the reserve they must be fully at home at Chapel Island. This means that they need to feel comfortable working and playing in two languages and in two cultures."

Other subjects. Besides the core subjects of the provincial curriculum, the Evaluation Committee requested an assessment of the feasibility of incorporating microcomputers into the curriculum, and the community's attitudes towards music and religion in the curriculum.

The school purchased two Commodore PET microcomputers during the first year. Apparently little serious consideration was given to incorporating them into the curriculum. During the first year children, by all reports, used them to play routine video games on their own. One of the evaluators (Owston) attempted to interest teachers in their use by giving a short workshop, but circumstances prevented the teachers from following up on this. The teachers do not have sufficient knowledge to instruct the children in the educational use of the microcomputers, but the Band is hoping that several of its members who are now receiving microcomputer training will be able to train the teachers. This year the microcomputers were moved out of the school building for that training course, and therefore, they were not available to the school at all.

A more fundamental problem in using the microcomputers in the school is that the Commodore machines can be used only with the language BASIC. This language is not very useful for children of elementary school age because it is structured more for the convenience of the computer than the human brain. Another language, LOGO, is much more appropriate for children of this age. This language is structured so that children can see flaws in their programs immediately and "debug" the programs through trial and error, much in the way they use trial and error in everyday life. This language is available on the new Commodore 64, the Apple IIe, and the Radio Shack TRS80.

The community attitudes on the two remaining topics of this section -- music and religion -- are as follows: a resounding 91 per cent of those surveyed stated that they agreed that religious instruction should be part of the curriculum, and almost as many (87 per cent) felt that music should also be part of the curriculum.

Head Start Program. The early childhood consultant described the Head Start program as follows (Appendix L):

"The day at the Head Start School begins with a free-play period followed by a circle time when teacher and children might sing, do finger-plays, dance or talk about the weather. Snack, which the children help to prepare, is relaxed; some children linger over their food to talk, some finish quickly and go back to their play. Snack is usually followed by a more structured playtime, a special art project or dancing or exercixes to a record. The last fifteen minutes or so before the children go home is spend outside. The schedule is flexible: in good weather, they might spend longer outside, for example. The favorite play activities which prove most engrossing to the children are play dough -- which they hammer and cut with cookie cutters -- and the climber where they play pretend games as they climb. They like to take books underneath the climber and inside the teepee. All of the children, except for one girl, now like listening to stories, whereas earlier in the year, they were apt to wander away in the middle of a story. The teacher uses activities: stories, games, puppets, discussions from a Peabody Language Kit on Tuesdays and Thursdays when the two four-year-olds attend alone."

The consultant noted a lack of variety and interest in the Head Start curriculum, especially in the activities that children choose in the free-play period, a time when activities must be carefully planned and set up.

D. Instruction

Issues. The areas of concern outlined in the terms of reference relate to teachers -- their preparedness to teach at Mi'kmawey School -- and the manner in which instruction is organized.

Sources. Information for this section came chiefly from the four consultants' reports, the evaluators' observations, and the community survey.

Teachers. The Head Start and Mi'kmawey School have five regular staff members including the Coordinator. Their names and certification levels are as follows:

Barbara Adams	Coordinator, TC 3
Judy Emery	Teacher, TC 5
Freda Levi	Teacher, TC 5
Cecelia Johnson	Head Start teacher and teachers aide, Early Childhood Diploma
Patsy Marshall	Teacher, TC 5

Two of the most frequently called supply teachers are Margaret Ann MacCuspic (TC 5) and Jim Emery (TC 6). The Head Start teacher, Cecelia Johnson, began maternity leave in April and has been replaced by Beverley Johnson from Chapel Island.

Of the five regular staff, three are Indian -- two from Chapel Island and one from Big Cove, New Brunswick. All of the Indian teachers are fluent

in Micmac. The non-Indian teachers, despite not knowing the language, appear to be particularly sensitive to the community's aspiration to have Micmac used in the school.

The terms of reference did not request a formal evaluation of the teachers' competencies; however, the Chapel Island Community appears to be satisfied with their performance. On the community survey 80 per cent agreed with the statement that the school has good teachers. Furthermore, 68 per cent agreed that the teachers are concerned about the children as persons, 72 per cent agreed that the school (i.e., the teachers) are doing a good job in teaching basic skills, and 75 per cent felt that the school generally makes sure that the children are doing their best most of the time.

Organization of Instruction. The Mi'kmawey School schedule is as follows for grades Primary to 6:

9:00 a.m. to 9:15 a.m.	opening exercises
9:15 a.m. to 10:15 a.m.	instruction
10:15 a.m. to 10:30 a.m.	recess
10:30 a.m. to 12 noon	instruction
12 noon to 12:30 p.m.	lunch break
12:30 p.m. to 2:30 p.m.	instruction

giving a total of 270 minutes of instruction daily. Detail on the different schedules may be found in Appendix M. The Head Start program operates from 9:00 a.m. to 11:30 a.m. -- Tuesday and Thursday for the four-year olds only, and Monday, Wednesday and Friday for the three- and four-year olds together.

In the Mi'kmawey School instruction is departmentalized; that is, each of the three classroom teachers is responsible for teaching a particular subject area to all students. The subject area groupings are language arts, mathematics, and social studies and science. Teachers move from room to

room for instruction. As a result, no classroom truly becomes a teacher's own, to live in with the children, to arrange, to decorate. This prompted one consultant to describe the classrooms as "waiting rooms both in atmosphere and in appearance."

Time on Task. A rigorous "time on task" study was not possible within the confines of the evaluation, but the evaluators' and consultants' opinion is that there is probably considerably less productive teaching/learning time at Mi'kmawey School than in the typical provincial school. Within the school, the departmentalization and movement of teachers inevitably consumes time and interrupts continuity. Also, although this was not scientifically determined, more than a usual amount of time may be used at Mi'kmawey School on school or class projects and preparation for school events.

An instructional day of 270 minutes is adequate for grades 1 and 2 where the usual minimum is 240 minutes, but it is not adequate for grades 3-6, where the usual minimum is 300 minutes -- and in the case of Mi'kmawey School, the evaluators would suggest that it is more than inadequate, given the pressure and desire for Micmac language and culture, religion, music, etc. in the curriculum.

Of concern also, in terms of actual "time on task", is the pupil attendance record at Mi'kmawey School. Attendance figures from the beginning of September, 1982, to the end of April, 1983, are given in Appendix O, with the standardized test results. From these figures, it can be seen that 9 of the 16 pupils tested were absent more than 10 per cent of the time during this period and that 2 of these 9 were absent more than 20 per

cent of the time. An overall absence rate of more than 5 per cent at the elementary school level is considered to be a serious problem in most school systems.

E. Pupil Achievement

Issue. The terms of reference required that the academic achievement of pupils from the Mi'kmawey School be determined and compared with that of pupils from Richmond County schools and the population at large.

Sources. As mentioned earlier in the report, the Canadian Tests of Basic Skills were administered to pupils in Mi'kmawey School to satisfy this requirement. All of the school's pupils who were eligible to be tested were present during the testing period. Of this group, two pupils were absent for some of the tests, however, so complete results are available for only 14 pupils.

Overall achievement. Due to the small number of pupils at each grade level, meaningful grade averages for the CTBS could not be computed (e.g., one pupil in grade 4, two pupils in grade 2). Individual grade equivalent scores (GE) and percentile ranks (%ile) are given in Appendix O (with pupils' names removed) which may be consulted for detailed information. Grade equivalent scores represent the raw score obtained by the typical or median pupil at a particular grade level, and they are normally expressed as a two-digit number -- the first being the grade and the second the month in which the typical pupil makes the corresponding score. For example, a GE score of 63 represents the achievement level attained by the typical pupil who is in the third month of grade 6. Percentile ranks indicate the percentage of the group on which the test was normed achieving

a raw score lower than the given one. For example, a pupil receiving a percentile rank of 70 on a particular test means that 70 per cent of the norm group scored lower than he did.

The results on the total test (composite), vocabulary, language, word analysis/work-study, reading, and mathematics are illustrated graphically in figures 1 to 6. In these figures national percentile rank scores of each pupil are plotted and joined with a line at each grade. Different numbers of pupils may appear at a given grade on different tests because of absenteeism. Figure 4 contains both the word analysis and work-study scores since the grade 2 CTBS has a word analysis test and no work-study test. (Note that two grade 3 pupils wrote the word analysis test.)

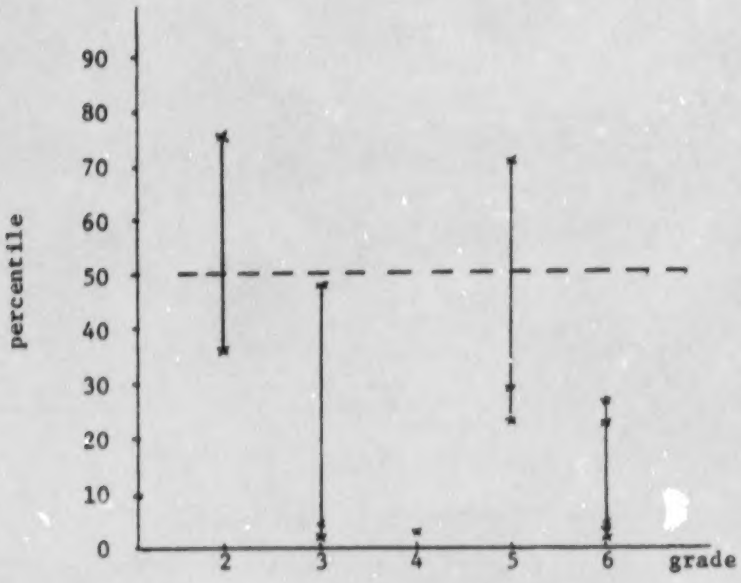

Figure 1

Composite Scores
of Mi'kmawey Pupils on CTBS (N=14)

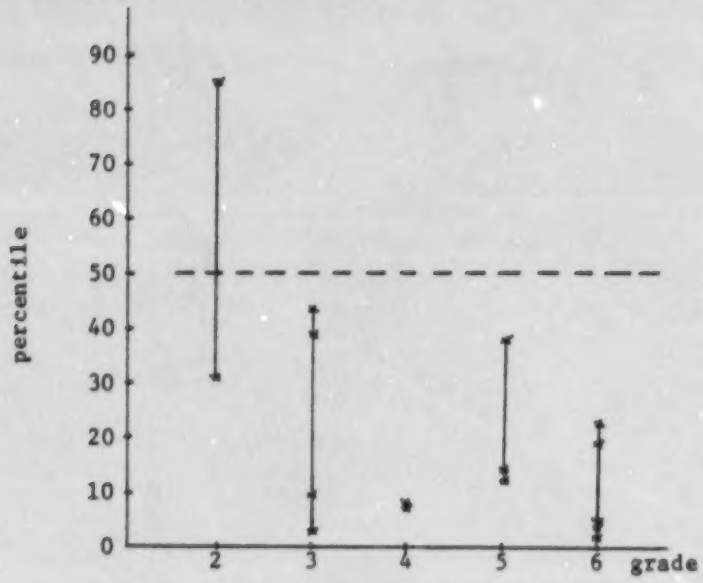

Figure 2

Vocabulary Scores
of Mi'kmawey Pupils on CTBS (N=16)

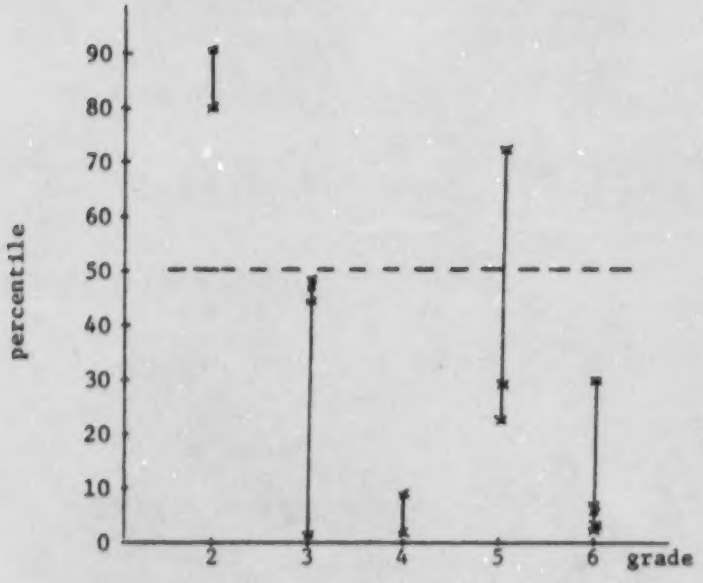

Figure 3

Language Scores
of Mi'kmawey Pupils on CTBS (N=16)

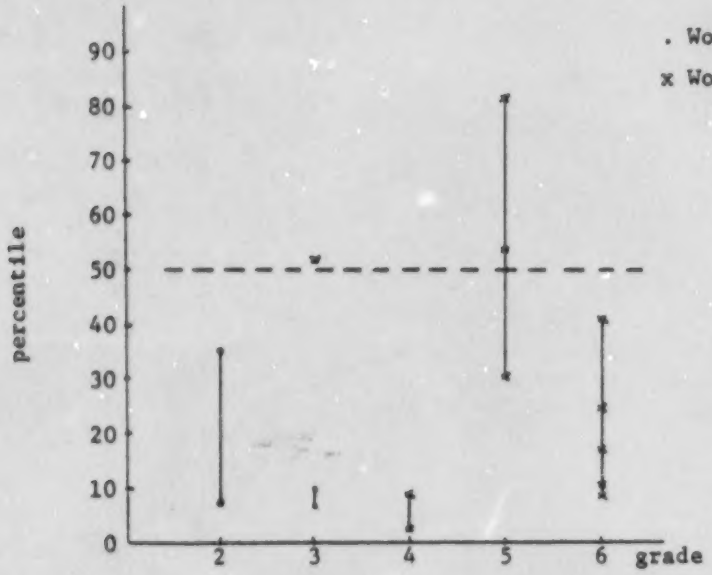

Figure 4

Word analysis (N=4) / Work-study (N=11) Scores
of Mi'kmawey Pupils on CTBS

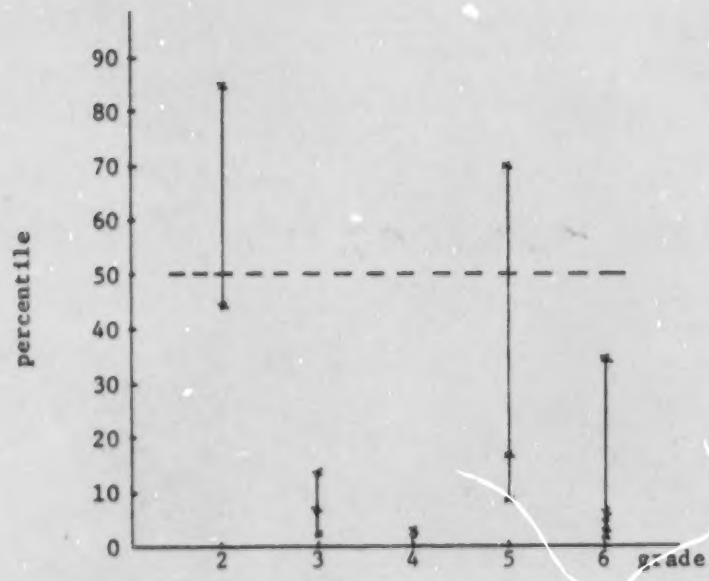

Figure 5

Reading Scores
of Mi'kmawey Pupils on CTBS (N=15)

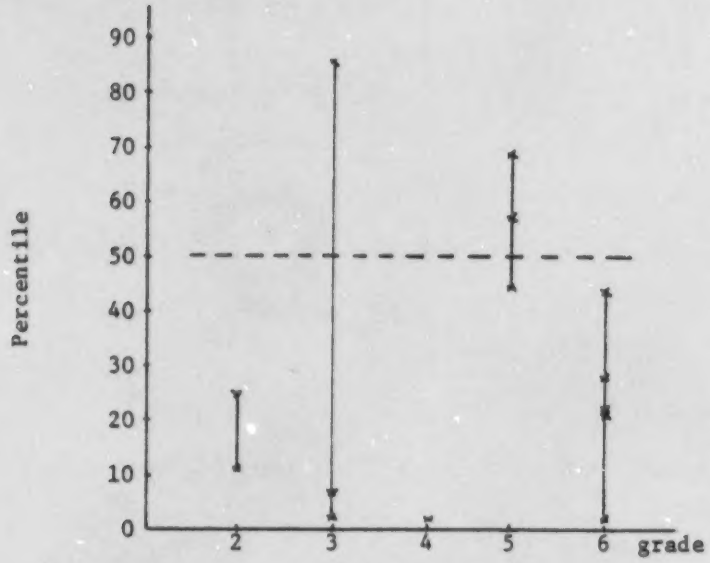

Figure 6

Mathematics Scores
of Mi'kmawey Pupils on CTBS (N=14)

From Figure 1 it can be seen that pupils at Mi'kmawey School exhibited a very broad range of achievement in the composite of the basic skills measured by the CTBS. Two pupils scored exceptionally high at grades 2 and 5 (75th percentile and 70th percentile respectively). On the other hand, 6 of the 14 students tested obtained percentile ranks of 6 or less. The remainder of the pupils scored between the 22nd and 48th percentiles.

Between 1 and 3 pupils scored above the median (50th percentile) on the five subtests of the CTBS. Pupils at Mi'kmawey School scored highest on the language test (Figure 3) and lowest on the reading test (Figure 5). Of the three remaining tests, vocabulary (Figure 2) appears to be the weakest and both word analysis/work-study (Figure 4) and mathematics (Figure 6) are about the same.

Item B2 of the terms of reference for this study (Appendix G) poses the following question: "Is there a value conflict between Native and non-Native society which is reflected in the level of academic achievement on the reserve"? The evaluators cannot answer this question in the terms in which it is asked, but the CTBS scores obtained in Mi'kmawey School raise other questions which the Band might ponder: a) have the Band's criteria for the engagement of teachers been compatible, in all cases, with the obtaining of optimum academic outcomes? b) has the Band taken (or will it take) the necessary steps to ensure that "time on task" is maximized in the school? c) are parents accepting sufficient responsibility for the academic guidance of their children and for ensuring that their school attendance is regular? and d) can pupils who are isolated (as they are at Mi'kmawey School) from the stimulation and models provided by a mix of children of different social and ethnic backgrounds be expected to perform at standard in tests normed on the school population of Canada in general?

Achievement relative to Richmond County. Although the terms of reference requested a comparison of the achievement between pupils at Mi'kmawey School and those in Richmond County Schools, this could not be done since test results from Richmond County were not available at the time of writing. Pupils in rural school districts typically score between the 40th and 50th percentiles on the CTBS. From the previous section it can be seen that Mi'kmawey pupils scored considerably lower than this -- except for a few individuals.

F. Human Resources

Issue. The terms of reference called for the identification of resource people and institutions that the Mi'kmawey School could draw upon. Also, suggestions were asked for on how the services of these people and institutions might be most effectively used in the school curriculum. This topic will not be treated extensively in this report.

Sources. Information was gathered through both informal and formal contacts with people and institutions and from the evaluators' knowledge of educational facilities and services in the region.

Chapel Island community. The Chapel Island people themselves appear to be one of the principal sources of knowledge, skills, and expertise from which the school could draw. School board members are well aware of the expertise in the community so the problem is not really the identification of individuals but how their skills might be utilized.

DIAND. The Education branch of Indian and Inuit Affairs of DIAND is operating under severe fiscal restraint. Furthermore, it is the stated policy of DIAND to turn control of education programs over to Bands that are prepared to assume control. For these reasons, DIAND is not likely to be increasing its already skeletal professional education staff in the foreseeable future, and therefore, DIAND does not appear to be a probable source of professional services.

Province of Nova Scotia. Unless a federal-provincial agreement is worked out providing educational services to Bands in Nova Scotia, it is not likely that any substantial services can be obtained from the Department of Education -- or from the Richmond County School Board, unless a contractual agreement is entered into by the Chapel Island Band. The evaluators see a

need for such an agreement at the local level, so that Mi'kmawey School may benefit from all County services.

Maritime universities. Of the Maritime universities, the University of New Brunswick (through the Micmac-Maliseet Institute) is the only one offering services specifically to Indian people in the region. These services include the development of training programs, inservice workshops, curriculum development assistance, and access to the Institute's Resource Center. The cost of these services varies from no charge to daily consultant rates for university staff -- depending upon the type of service required. Other universities in the province having Education departments might be able to assist with professional development. The only institution, other than the Micmac-Maliseet Institute, designed to offer field services to schools, the Atlantic Institue of Education, recently had its charter withdrawn by the Nova Scotia government.

Other Indian bands. Several other Bands in the region -- Tobique, Burnt Church, Maria, and Eskasoni -- have taken partial or full control of their education programs. Possibilities for collaboration with these Bands should not be overlooked.

G. Physical Facilities

Issues. The issues identified in the terms of reference pertain to the adequacy of the present facilities and the need for additional facilities. This area was not identified as a priority for purposes of this evaluation report.

Sources. The in-depth interviews, the community survey, and the evaluators' background knowledge were the main sources of information.

Present facilities. The Mi'kmawey School building consists of mobile units partitioned into three classrooms, an office, staff room, resource center and washrooms. The units are two years old, and they are in a good state of repair. The Head Start School is also housed in a mobile unit and contains one classroom and a washroom. It too is in relatively good condition. All classrooms are adequate in size for the present school population.

Gymnasium. School Board members, school staff and community members alike have expressed concern about the lack of a gymnasium for both school and community use. As a result, the school does not have a physical education program despite the fact that the Nova Scotia Department of Education requires such a program in all their schools. Instead, teachers supervise pupil games outside in a dirt field when the weather is good.

Two questions in the community survey (questions 19 and 20) dealt with the physical education programs and facilities. When respondents were asked if they were concerned about the lack of a physical education program, they showed greated unaminity of response than they did on any other question in the survey. Fully 30 respondents (94 per cent) agreed that they were concerned about the lack of a program. Only one person disagreed and one had no opinion. When the respondents were asked if the Band should give priority to the construction of a gym for use by the school and the community, a strong majority (84 per cent) agreed that such a facility should be a priority.

V Conclusions and Recommendations

A. Community Expectations

It is virtually the unanimous expectation of the Chapel Island community that Mi'kmawey School will prepare pupils in all respects for successful transfer into the provincial school system at the end of grade 6.

It is also the expectation of a majority of members of the community that the school will expose pupils in a meaningful way to Micmac language and culture.

RECOMMENDATION I THAT instruction in the basic Nova Scotia provincial curriculum at a level comparable with that in the provincial schools be the priority goal of Mi'kmawey School.

(This implies engaging the best qualified and most successful teachers available, regardless of racial background, and ensuring that pupil performance, especially in the key skill areas of reading and mathematics is at provincial standard.)

RECOMMENDATION II THAT a Micmac language/culture program be developed and implemented in accordance with Professor Robert Leavitt's proposals (Appendix K).

(This implies retaining a minimum of one fully qualified Micmac-speaking teacher on staff.

B. Organization and Administration

The terms of reference of the Chapel Island Band Education Committee (School Board) are not sufficiently specific, nor are all of the terms being observed in practice.

The relationship between the Chief and Council and the Board is not described in the terms.

The relationship between the Board and the Coordinator and teachers at the school is not set out in the terms or elsewhere.

The Coordinator of the school has no job description nor any clear idea of the bounds of her authority and responsibilities.

No official rules and regulations have been set down relative to school personnel or the conduct of the school.

In spite of these facts, the school functions harmoniously -- thanks to a committed Band and educational leadership, cooperative staff, and a supportive public.

RECOMMENDATION III THAT revised, specific terms of reference be developed by and for the Chapel Island School Board.

RECOMMENDATION IV THAT a job description be developed for the Coordinator of the school.

RECOMMENDATION V THAT procedures, rules, and regulations with respect to the conduct of the school be developed and set down in a handbook.

(In the development of this handbook, the School Board could be guided by provincial school law and regulations.)

RECOMMENDATION VI THAT better to effect the above recommendations and other recommendations in this report, an educational leadership training program be conducted at Chapel Island for the Chief and Council, the School Board, school personnel, and interested parents and members of the public.

(This training program should be carried out in collaboration with a major educational institution.)

C. Curriculum

The curriculum of the school parallels, but does not follow, the Nova Scotia provincial curriculum. Recommendation I of this report proposes that the Nova Scotia provincial curriculum be rigorously followed in the skill areas of reading and mathematics. In other areas, it would not be important to follow the provincial curriculum as long as studies of a comparable standard were undertaken. Recommendation II proposes that the curriculum contain a Micmac language/culture component. Virtually all parents also wish it to contain a religion component.

Specific goal-setting and skill development programs are needed in the school to bring the curriculum and its implementation into conformity with community expectations and the recommendations of this report.

RECOMMENDATION VII THAT a religion component be part of the Mi'kmawey School curriculum at all grade levels.

RECOMMENDATION VIII THAT the goal-setting and skill development recommendations contained in the report of Dr. Arthur J. More (Appendix J) be used by the Coordinator and staff of the school as a basis for creating goal-setting and skill development programs.

D. Instruction

The practice of subject teaching, as opposed to each teacher teaching all, or most, subjects is educationally indefensible at the elementary school level, and it is diminishing the quality of the instruction at Mi'kmawey School.

The possibilities for individualizing instruction are not being sufficiently taken advantage of by the teachers in the school.

Parents are not sufficiently involved in the academic life of the school.

"Time on task" is insufficient in grades 3-6 for the attainment of the school's goals and the community's expectations.

RECOMMENDATION IX THAT instruction in the several classes in the school be the responsibility of "homeroom" teachers, and that subject teaching be kept to a minimum.

RECOMMENDATION X THAT teachers participate in County and provincial in-service programs on the same basis as Richmond County teachers and that Richmond County supervisory services be provided to them with the aim of maximizing their effectiveness in the classroom. (See also Recommendation XV).

RECOMMENDATION XI THAT the Coordinator of the school endeavor to involve every parent in the academic work of his/her child on a one-to-one basis.
(This would entail continuous dialogues with parents concerning curriculum requirements, homework assignments, attendance, etc.)

RECOMMENDATION XII THAT the instructional day be lengthened by 60 minutes daily for grades 3-6.
(It should be noted that the provincial schools are constrained from lengthening the school day significantly only because most pupils are bussed to and from school.)

E. Pupil Achievement

Although three pupils in Mi'kmawey School are performing at (or well above) the norm for their grade level, the performance of the other pupils in general (and especially in language and reading skills) is far below standard and does not indicate promise of academic success compatible with community expectations.

RECOMMENDATION XIII THAT through more individualized instruction, more time on task, more tutorial assistance, and in other ways suggested in this report, instruction in reading (in particular) and mathematics be intensified so as to tap the full learning potential of all pupils.

(This implies a special commitment on an urgent basis by teachers, School Board members, and the parents concerned.)

F. Human Resources

The school is making insufficient regular use of the human resources within the community as these pertain to Micmac language and culture, in particular.

Given the expectations of the community for the school, closer links with the Richmond County school system are needed.

Because of the small size and relative isolation of the community, the resources of major helping institutions will be needed on a continuing basis.

RECOMMENDATION XIV THAT in the development of the language and cultural program recommended in this report, provision be made for the regular and methodical use of local language and cultural resources.

RECOMMENDATION XV THAT the Chief and Council enter into a contractual agreement with the Richmond County School Board to have Richmond County supervisory and coordinational services extended to Mi'kmawey School and to establish effective communication between Mi'kmawey School and St. Peter's High School.

RECOMMENDATION XVI THAT a strong, continuous relationship be maintained with a major educational resource institute.

G. Physical Facilities

Classroom facilities at Chapel Island are adequate for the foreseeable future.

The community has expressed a strong desire for physical education and sports facilities.

The evaluators have determined a need for physical education facilities and an improved physical education program.

RECOMMENDATION XVII THAT, in consultation with DIAND, the possibilities for physical education facilities be investigated.

ADDENDUM

In conformity with item J1 of the terms of reference for this study (Appendix C), the evaluators propose that a follow-up evaluation be conducted during the period April 1984 - June 1984, using an external evaluator (or evaluators) for the following purposes: a) to determine the extent to which the recommendations of this evaluation were implemented, b) to assist with modifications where facts or circumstances may have changed, and c) to train School Board members and school personnel to conduct their own annual or bi-annual evaluation henceforth.

APPENDICES

APPENDIX A

Chapel Island Indian Reserve Community Profile*

EDUCATION

During the 1977-78 school term, there is a total of 91 students from Chapel Island Reserve attending schools off-the reserve. 46 students from the reserve attend Johnstown Elementary School, located 12 miles east of the reserve. These students attend grades headstart through grade six. One teacher's aide is employed at the school to assist the native children in adjusting to the educational environment, and primarily to fascilitate the use of English instead of Micmac in the school setting. Upon completion of grade six, students attend St. Peter's District High School, locted six miles west of the reserve, which offers grades 7-12 inclusive. In the 1978/79 School term 33 students are attending St. Peter's District High School. Two students are currently enrolled in Canso Regional Vocational School, 7 are attending University full-time, one attends University part-time, 2 attend business school, and one attends special school. (refer to Chart 3a) Table 3b illustrates the educational level of respondents to the questionnaire. The average grade level of respondents is 9.

Education is highly stressed in the community, and sanctions are brought to bear on students who either drop out or fail to achieve satisfactory academic achievement. Education is recognized by the majority as a means to improve the calibre of native lifestyle in future generations, and this attitude in turn influences the children on the reserve, who enjoy a high level of academic achievement in comparison with general Indian academic progress. There are currently 8 students from the reserve who are enrolled in university, another who is enrolling next year, one who has received his Masters degree, and another who is in the process of completing her Ph.D. This rate of high post-secondary achievement in a reserve with a total population of 236 is one of the characteristics which distinguishes Chapel Island Reserve, and provides a source of continuing pride to community members.

In keeping with this emphasis on academic achievement, the Chapel Island Band Council is currently endeavouring to receive assistance to establish a school on the reserve, grades headstart through six inclusive. Thus students who would be eligible to attend Johnstown School would receive their early years of education on the reserve itself. Through the aide of the questionnaire, community response has been tabled concerning attitudes towards on-reserve schooling, curriculum, staffing and desired facilities(refer to Table 3c)

Out of a total of 58 respondants, 52 or 89% support the concept of on-reserve schooling; One respondent was against the establishment of a

*Drafted by the Chapel Island Indian Band

school on the reserve, while 5 had no strong feelings either way. This provides a good indication that the efforts of the Band Council to promote construction of a school are in keeping with the aspirations of a majority of community members, and will receive a large measure of support at later stages of negotiation. 48 or 82% felt that on-reserve schooling will improve the interest and level of academic achievement of their children; one felt that on-reserve education would hinder the progress of native students, while six felt that it would make little difference either way.

As on-reserve schooling could offer greater flexibility in terms of native input into curriculum than is currently possible at Johnstown School, residents were asked their opinion regarding the structuring of courses designed to promote native culture, language and history. 48 or 85% of respondants support the idea of Micmac language instruction in the school, particularly in the early grades, in combination with English. Three people or 5% desire to see only English used in the school. 42 individuals support the teaching of Micmac arts and crafts, such as basket-making, leatherwork and beadwork in lieu of standardized art instruction. 49 or 84% of respondents wish to see Micmac history and culture taught in combination with European-oriented history instruction.

In general, those individuals who support the concept of on-reserve schooling also feel that this will help promote academic achievement of native students. The majority support the structuring of native input into the curriculum. The most commonly stated reason by parents was that they fear their children are losing their language and culture, largely as a result of off-reserve schooling, where children are taught white-oriented values and concepts and forced to speak English. Through on-reserve education, parents wish to see these facets of Micmac identity re-emphasized. The one individual who spoke against on-reserve schooling (and it should be noted here that this opinion may be held by other individuals who refused to answer the questionnaire) felt that the standard of education would decline if a school was established on the reserve. Concern was also expressed that if children were educated in Chapel Island they would lose the one main opportunity they have to intermingle with non-native people, thus improving their ability to speak in English and relate to non-Indians. Through personal communication with other band members who refused to be interviewed, it is felt that this attitude represents a certain minority element on the reserve who would not support the establishment of on-reserve schooling. The prevailing attitude among these individuals is that the only way for native people to 'get ahead' is by relegating the teaching of Micmac culture and language to the home, and concentrating on improving English language skills and excellence in white-oriented curriculum. The viability of a schoo

on the reserve will, in part, depend on whether these individuals change their attitudes on the merits of on-reserve schooling, or whether they may potentially serve to factionalize the community.

At present, no employment of a full time nature is available in Chapel Island outside the Band staff. Employment offered through the establishment of a school would include semi-skilled labour in the areas o construction and janitorial work, and skilled labour in the areas of teaching, construction and administrative duties. 54 people or 93% responded that employment was an important factor in the promotion of a school on the reserve, with some expressing interest in securing positions in the areas of janitorial service, teaching and administration. It is the goal of the Band Council, through construction of a school, to provide for the large number of young people currently enrolled in university a chance to return to their community and find employment opportunities in the way of teaching and administration. The presence of these students would help provide a model for other young people in the community and give these students an opportunity to assist in the development of the reserve. Out of 8 post-secondary students, 4 answered the questionnaire (the other 4 being away from the community and not able to be reached). Of these 4, 2 expressed interest in a teaching career if they could teach on the reserve, while 2 others, currently enrolled in General Arts programs, could be offered the incentive to go on and attain a teaching degree should employment be offered on the reserve. All 4 respondants supported the concept of on-reserve schooling; 3 felt it would improve academic achievement while I felt it would make little difference.

In keeping with this emphasis on promoting jobs for these educated young people, 84% of respondants specified they would like to see as many Indian teachers hired as possible, while 83% stated they would like to see an Indian principal and/or vice-principal hired should qualified people become available.

The other factors which contributed to the support of a school are: increased community input and participation, the need for a central structure in the reserve to promote community pride and identity, the dangers involved in busing children, particularly in winter (a total of 24 miles each day), and the facilities which could be made available through the construction of a school. At present, only one respondent reported involvement in the Johnstown P.T.A. The majority expressed hesitancy in

[illegible] should be noted here that since the distribution of this questionnaire, the Band Council has taken steps to look into the potential for establishing a native school on the reserve which would enroll students from surrounding non-Indian communities as well as Indian children from the reserve. As this is an innovative approach to the education of native children in the Maritimes, further research is needed into the attitudes of parents both on and off the reserve regarding the establishment of such a school. However, it would provide the most viable alternative to the present system of educating native children off the reserve, by enabling them to live with non-Indian children as well as receiving their education in a more conducive environment.

Chapel Island Indian Reserve Community Profile

attending parent-teacher meetings due to their Indian status, an unfamiliarity with Johnstown residents, their low educational levels, and difficulties involved in expressing themselves in English. 49 or 84% of individuals stated that they would become involved in similar parent-teacher groups if a school was established on the reserve, while five expressed little interest in such groups on or off the Reserve. 54 respondents felt the need for such a community edifice in Chapel Island and in particular a desire to see a gymnasium built which would provide a setting for recreational an social activities. Other desired facilities within a school complex are: a rink, with 43 in support; a ball field, 6 in support; and track, with 15 in support. 49 people stated that busing the children to Johnstown was a factor dangerous enough to be considered, with 4 feeling that this was not an issue.

Chapel Island Indian Reserve Community Profile

Academic Enrollment: 1977-1978

Headstart	Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6	3	7	3	4	10	7

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
6	9	4	5	5	1	0

Vocational School: 2
Business College: 2
University: 8

Table: 3a

Educational Levels of Respondents

Under 4	4	5	6	7	8	9	10	11	12	University 1	University 2	University 3
1	2	2	5	6	6	9	5	4	6	1	3	1

Table: 3b

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ATTITUDES TOWARDS THE ESTABLISHMENT OF AN ELEMENTARY SCHOOL ON CHAPEL ISLAND RESERVE: TOTAL: 58 RESPONDENTS

No. of respondants who support new school: 51/88 %	No. of respondants against on-reserve school: 1/ 2%	No strong feelings either way: 5/ 8%	No answer: 1	
CURRICULUM:	Micmac language training: 48/ 83%	Arts & Crafts (Indian): 42/ 72%	English language only: 3/ 5%	Micmac History: 49/ 84%
Desire hiring of Indian teachers: 49/ 84%	White teachers with Indian assistants: 2/ 4%	Indian principal & adm. staff: 48/ 83%	White principal & adm. staff: 2/ 4%	No answer: 1
Feel on-reserve schooling will help academic progress: 48/ 83%	On-reserve school will hinder progress: 1	Will make little difference: 6/	No answer: 2	
Feel busing is dangerous factor: 49/84%	Feel busing is not a dangerous factor: 4/	No answer: 4		
Feel future employment is imp. factor: 54/ 93%	Not an important factor: 1	No answer: 3		
Would participate in PTA on reserve: 49/ 84%	Would not participate: 5/ 8%	No answer: 4		
Feel such a building is required: 54/93%	Do not feel such a building is needed: 1	No answer: 3		
DESIRED FACILITIES:	Auditorium/Gym: 54/93%	Rink: 43/ 74%	Ballfield: 6/ 10%	Track: 15/ 26%

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APPENDIX B

FOLLOW-UP OF CHAPEL ISLAND STUDENTS

(Compiled by Margaret Ouellette and St. Peter's High School Staff)

1970-71 10 students enrolled
Grade VII - 2 both passed
Grade VIII - 6 all passed
Grade IX - 2 both failed

All students returned to this school for the 1971-72 term.
Failure rate - 20%
Drop-out rate - 0%

1971-72 22 students enrolled
Senior Auxiliary Program - 3
Grade VII - 7 6 passed; 1 failed
Grade VIII - 5 3 passed; 1 transferred; 1 failed
Grade IX - 6 3 passed; 1 dropped out; 1 failed; 1 transferred
Grade XI - 1 This student dropped out during the year.

Failure rate - 13.6%
Drop-out rate - 22.7% - this includes students who completed the term but did not return to any school for the 1972-73 term

1972-73 18 students enrolled
Senior Auxiliary - 3
Grade VII - 4 2 passed; 1 failed; 1 transferred
Grade VIII - 6 2 passed; 2 failed; 1 transferred; 1 dropped out
Grade IX - 4 3 passed; 1 failed
Grade XII - 1 This student graduated in June 1973

Failure rate - 22%
Drop-out rate - 16% - includes students who completed the year but who did not attend any school for the 1973-74 term

1973-74 22 students enrolled
Senior Auxiliary Program - 3
Grade VII - 7 - 2 passed; 1 dropped out; 4 failed
Grade VIII - 5 - 3 passed; 1 transferred; 1 dropped out
Grade IX - 2 - both passed
Grade X - 5 - 4 passed; 1 dropped out

All students returned for the 1974-75 term except those who had dropped out during the term.
Failure rate - 22.7%
Drop-out rate - 9%

1974-75 23 students enrolled
Senior Auxiliary Program - 1 - This student transferred during the year
Grade VII - 10 - 6 passed; 2 dropped out during the year; 2 stransferred
Grade VIII - 3 - all passed
Grade IX - 3 - all passed; one transferred to CRVS for term 1975-76
Grade X - 2 - both passed
Grade XI - 4 - all passed

All of these students returned for the 1975-76 term excepting those who dropped out during the term.
Failure rate - 0%
Drop-out rate - 17%

1975-76 Grade VII - 7 - 5 passed; 2 failed
Grade VIII - 7 - 6 passed; 1 failed
Grade IX - 3 - 1 passed; 2 failed
Grade X - 2 - both passed
Grade XI - 2 - both passed
Grade XII - 4 - 3 passed; 1 joined Armed Forces during the term

1976-77 27 students enrolled
Senior Auxiliary - 1
Grade VII - 7 - 4 passed in June; 3 failed
Grade VIII - 5 - 4 passed; 1 failed
Grade IX - 5 - 2 passed; 3 failed
Grade X - 1 - 1 passed
Grade XI - 2 - 1 passed; 1 failed
Grade XII - 1 - this student graduated

In addition to the above, one student in Grade VII dropped out during the year, two transerred to other schools

1977-78 Grade VII - 8 - 6 passed; 2 failed
Grade VIII - 3 - all passed
Grade IX - 7 - 4 passed; 2 failed
Grade X - 2 - 1 passed; 1 failed
Grade XI - 1 - successfully completed 3 courses
Grade XII - 2 - 1 graduated

Two students left during the year.

1978-79 Grade VII - 6 - 3 passed; 3 failed
Grade VIII - 7 - all passed
Grade IX - 5 - 4 passed; 1 failed
Grade X - 4 - 2 passed - 6 credits
1 passed - 4 credits
1 passed - 2 credits
Grade XI - 1 - 1 passed
Grade XII - no students enrolled

The one who successfully completed XI in June 1978 stayed out of school for one year.

1979-80 Grade VII - 4 - 3 passed
Grade VIII - 3 - 3 successfully completed the grade
Grade IX - 6 - 5 passed
Grade X - 5 - 2 transferred during the year
3 successfully completed X
Grade XI - 4 - 2 passed; 1 completed 3 credits;
1 completed 4 credits
Grade XII - 1 - this student graduated

1980-81 Grade VII - 8 - 6 passed; 2 failed
Grade VIII - 3 - 1 passed; 2 left school before end of term
Grade IX - 3 - 3 passed
Grade X - 5 - 2 passed; 2 failed; 1 completed 4 credits
Grade XI - 3 - 2 passed; 1 completed 3 credits
Grade XII - 3 - 3 graduated

1981-82 to mid term

Grade VII - 8 - 4 passed; 4 failed
Grade VIII - 6 - 3 passing; 4 failing
Grade IX - 4 - 3 passing; 1 failing
Grade X - 4 - all passed at mid-term
Grade XI - 3 - 2 passed 2 credits
1 passed all credits
Grade XII - 3 - 3 passing all courses

APPENDIX C

A G R E E M E N T (Draft)

THIS AGREEMENT IN DUPLICATE IS MADE ON 16th DAY OF July .1981.

BETWEEN:

HER MAJESTY in the right of Canada as represented by the Minister of Indian Affairs and Northern Development here and after called CANADA

AND THE CHAPEL ISLAND BAND of Indians as represented by their duly constituted Council here and after called CHAPEL ISLAND.

WHEREAS Canada through its Minister of Indian Affairs and Northern Development has an expressed policy encouraging the management and control of education offered to Native Indians be vested with their respective Indian Bands; and,

WHEREAS the CHAPEL ISLAND BAND of Indians is desirous of assuming the responsibility for the education provided to Native Indians resident on the Chapel Island Reserve as exhibited in a proposal dated April 20, 1981, attached hereto as Exhibit "A", and,

WHEREAS Canada has agreed to make contributions to Chapel Island as set out here and after, now witnessed that the parties hereto in consideration of their mutual undertakings agree:

1) Canada will grant to Chapel Island full use and occupancy of all school mobiles, equipment and furnishings as long as they are used for educational purposes.

2) Canada will contribute to Chapel Island a maximum of $102,972.00 for their Education Program. This sum will cover all education costs with the exception of:

   (a) Adult Education
   (b) Tuition of students attending Provincial Schools
   (c) Vocational and Post-Secondary Education Assistance Programs.

3) Canada will provide additional funding to allow Chapel Island to follow Treasury Board Contracts for salary and allowance schedules including retroactive benefits as specified in the Treasury Board Contracts, for Teachers, and Teacher-aides employed by the Chapel Island Education Authority.

5) Canada will allow Chapel Island to set their own priorities and manage their education budget as they see fit as long as the quality and standard of education is in congruence with Provincial Standards of education is maintained and Chapel Island lives within the education budget agreed upon.

SUBMISSION OF REPORTS

(a) Quarterly financial and Audit reports shall be submitted on the total program.

(b) Annual reports shall be prepared in accordance with this Contract.

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6) Chapel Island agrees to provide an Educational Authority to administer the Education Program;

Records of all school funds shall be kept as prescribed by existing applicable Departmental Regulations and School Board policies.

7) Chapel Island agrees to adhere to financial procedures as outlined in and
   (a) Maintain a separate Bank Account and separate signing officers for the Education Authority.
   (b) Arrange for an independent financial audit.

9) Chapel Island will assume the responsibility of the Minister of Indian Affairs ensuring that residents on the Chapel Island Reserve will have access to an Education Program designed by Chapel Island and operated in such manner that students will not be prejudiced should they transfer to any other education system at the same grade level.

10) Chapel Island undertakes to provide a competent staff and supplies and services and to operate Kindergarten to Grade 6 inclusive for not less than 195 days in any school year, September 1st to June 30th.

Estimated number of students 1981-82

Kindergarten	14	on reserve
Primary - 6	46	on reserve

Gr. 7 - 12 Attending Provincial Schools

The Contractor shall require the students to attend school per the Department of Education requirements for attendance and the Chapel Island School Board requirements.

   (a) Public accounting shall be done on a daily basis. Roll call shall be taken at the beginning of each day. The Contractor shall provide average daily attendance to the Department of Indian Affairs (Principals Monthly Report) on a monthly basis. The Chapel Island School shall provide on an annual basis the Nominal Roll.

   (b) Cumulative records shall be forwarded upon request to the receiving school.

12) The parties agree that should a calamity or Act of God occur that Canada and Chapel Island will jointly utilize their best efforts to remedy the situation, and that Canada will within funds made available by Parliament, assist Chapel Island to remedy any physical defects to the plant or equipment, which is the subject of this Agreement.

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NON-CONTRACTED PORTION OF DEPARTMENT OF INDIAN AFFAIRS PROGRAM(S)

The Government, through the Department of Indian Affairs will: Provide all monitoring services to ensure the proper delivery of services to individual Indian people under the terms of this Contract.

13.(a) The Contractor shall provide and be responsible for the transportation of students where distance dictates, from residence to school and return to residence based upon an approved schedule of service. Each pickup stop and time of pickup shall be made known to parents and students.

(b) The Contractor shall insure that all transportation equipment meets provincial standards and is maintained in completely safe operating conditions at all times, and no equipment that is not in completely safe condition shall be used for the transportation of students. This includes buses, cars, station wagons, carryalls, pickups, and trucks.

(c) The Contractor shall insure that all drivers of buses, used in the transporting of students hold a valid provincial bus driver's license. All vehicles transporting children must have a valid license and meet provincial standards.

An official transcript, a current health certificate, and a record of certification of all professional personnel shall be kept in a safe and secure location.

All employee and student personnel records, which are of a personal nature shall be kept confidential.

14) The parties mutually agree that this Agreement will not be terminated with less than 90 days notice.

In the event that a termination notice is issued between the first day of September and the end of a school year, resulting from the Band indicating they can no longer administer the Program as per the Agreement, the Band and the Department will administer the Program under joint management until the conclusion of the school year.

15) Canada and Chapel Island will meet not later than January 15, of each year and will negotiate in good faith needs of the community in Education.

This Agreement shall be binding upon the heirs and successors of the parties hereto.

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This Agreement is signed on behalf of Canada by the Regional Director General, Atlantic Region, Department of Indian Affairs and Northern Development, and on behalf of Chapel Island by its duly constituted Council.

FOR CANADA:

_____.

_____.

WITNESS

FOR CHAPEL ISLAND:

John Basque.

CHIEF, JOHN BASQUE

COUNCILLORS:

Bernard Marshall, _____.

_____, _____.

_____, _____.

_____, _____.

_____, _____.

_____

WITNESS

APPENDIX D

FIVE KEY FACTORS OF SUCCESS IN ALTERNATIVE SCHOOLS

Name of School: Chapel Island Alternative School (In Micmac)

I. School Program is clearly defined

For example, the school program is built around a need which the school intends to serve. This need is an educational need which cannot be served by regular public school instruction. It must begin with a purpose.

Chapel Island Student Needs Currently not being met.(?)

1. The need for instruction in the language of the reserve and their everyday life, i.e., Micmac.

2. Micmac students' learning styles are important avenues to acquiring knowledge. These include communicating, relating to others, instructional preferences, etc.

3. Knowledge and skills required for Micmac Indian children's future must go beyond subject knowledge or Provincial content. Micmac students from Chapel Island need information about themselves, their history, their culture, their social and economic situation and future, the causes of their current impoverished state and political subjugation.

4. Micmac Indian students need to learn how to learn independently. Since their future is uncertain, and the Provincial curriculum is biased and unresponsive to Micmac needs, students will require skills that will aid them in finding information, knowledge and skills in many different places and in different ways. They need to learn to depend less on others and more on themselves for finding, discovering, and exploring their own potential. The school must provide an environment, curriculum instruction, and resources which will help Micmacs of the future develop initiative, curiosity, respect for self and others, appreciation of their cultural heritage, an understanding of the natural order of man, animals, and plants in the universe.

Besides fulfilling enduring educational purposes, the school program shall develop around unique program features.

Program Features

a. Computerized individualized instruction: each student will have an individual program catered to his special needs in which he will work at his own pace in developing specific reading, math, and special content areas skills.

b. Peer Tutoring: Since Chapel Island Band agrees that education is a right of all children and that reading and writing is a basic skill which can be learned in a multitude of ways, the school supports peer tutoring.

Through peer tutoring, the student teacher's reading and writing skills are reinforced, the student teacher can develop instruction around flexibility in time, place, and reading materials. The tutee's skills are reinforced in his own language and is given memory aids and other specific skills as they were learned by his peer.

c. Community Based Learning: The school program should find ways in which it can extend its learning into the community to encourage every member of the community to take an active interest in the school, its program, and their children. Each local enterprise might sponsor a class to take on field trips, help raise money for activities, to support program activities in school, etc.

d. Bilingual Bicultural Instruction: The primary level will be totally in Micmac. All early basic skills will first be learned in the language of the home. These children will develop oral language development in English one hour each day through language experience and second language learning techniques.

The second level will be bilingual instruction. Children will have half of their instruction in English and half in Micmac. The foundation of the English language instruction will be based on foundations of second language learning.

The third level will be primarily in English. This level will seek to promote eight basic independent learning skills: reading, writing, research, planning, problem solving, self-discipline, self-evaluation, and presentation. This will be a three-phase program.

1. Introduce each skill, rationale and use. Primarily traditional teacher instruction based.
2. Individualize learning. Each student studies one subject theme, i.e., animals, plants, etc. and presents to class about his research.
3. Independent projects centered around structured freedom. Student selects with some consultation with teacher a subject area and works on each of the eight basic skill areas preparing final presentation to class and community on Project Day.

II. Clear Goal Focus

Clear Goal Focus is a necessary factor in program success. This is derived from clearly defined school philosophies. From a clear focus and clear philosophy, teachers, students, parents, and community members know precisely what constitutes success.

A distinct philosophy is based on student and community needs, is supported by the community, and serves as a real basis for the day-to-day as well as long term operation of the school.

Given a clear philosophy, the school board can help teachers to deal with every day problems of discipline, attendance, academic progress, particularly in stressful situations without resorting to old familiar and proven unsuccessful practices, merely because they are familiar. A clear concept of the philosophy and goals, serving as the single most important standard by which to evaluate all decisions, can prevent alternatives from with reverting to the practices of the traditional schools or floundering. A philosophy indicates what the school supports, not just what they oppose.

Each Board member must contribute to the process of developing this philosophy, for it is they, with the coordinator, who must defend it with parents and opposing community members. They may be guided by other school's philosophy, other tribes' education codes, private alternative school philosophy, or they may derive it through forums and meetings where tribal members can express their desires, preferences, and share previous school histories.

III. Legitimacy

The third factor of success is LEGITIMACY. When the school has gained the support and acceptance of legitimate educational endeavors from the Band Council, the community, other bands, the Department of Indian Affairs, teacher training institutions, etc., the continued existence and financial support of the school will be dependent on these institutions to some degree.

Methods of gaining legitimacy:

1. Solve common problems through experimentation, evaluation, and modification.
   a. identify needs
   b. identify the school solution
   c. find appropriate way of testing or assessing success
   d. carry out program
   e. evaluate and record
   f. modify program if necessary

2. Staffing: hire staff who are well-respected, professional and who have concern for the school and its success. The continual inservice and preservice training sessions should be geared to their needs and their desires, providing them with a feeling of highly professional work and service to the community and school.

3. Link school to major educational institutions. Secure information continually on their new methods, new programs, their expectations of their students, their curriculum and materials, their objectives and tests. Coordinat should

meet with the local school principals to secure an on-going positive relationship, informing them of the school, its objectives and its success so as to help them meet the needs of Micmac children who leave and go on to junior high and high school.

Request texts from each school, so that students can be familiar with what will be expected of them when they leave.

IV. Reliable Funding as the fourth factor of success

Can this school survive merely on DIAND funding?

If its program will be altered significantly from the goals of the community and school board, then the coordinator should investigate alternative or supplemental sources of funding to support curriculum development, teacher training and development, materials development and acquisition, community based activities, equipment and supplies, etc.

Coordinator should investigate different methods of securing materials, resources, and teachers for the school. For example, the teacher training institutions may be able to provide student teachers to the school during the year to augment the staff.

The alternative schools which Indian tribes in Canada and United States have developed should be investigated for what they may be able to offer in terms of information of other granting agencies and perhaps provide some examples of their materials.

V. Positive School Climate

Positive School Climate is perhaps one of the most important factors affecting the success of the school. BOTH students and staff need to feel positive about themselves and enthusiastic about their programs. When all feel productive, all are satisfied.

Critically important attitudes:

Respect, trust, caring, access to decision making, opportunities for academic success, degree of self-control students feel, degree to which curriculum meets their needs, and enables them to experience success.

A new school, especially an alternative school, requires more energy of both students and staff; hence, there may be a tendency toward "burnout" faster. Students and teachers need to find ways to continually renew their energy.

Honoring teachers through recognition of their efforst and accomplishments in school and the community strengthens their positive accomplishment and helps them to work as hard with the same successes. Awards, gifts, merit awards that add up to money, special gifts, or some such may help.

Honoring parents who have worked in the school each month may increase the community enthusiasm about the school. There should be some means by which the total community can learn of these merits and see how it has helped students, teachers, or community in some way.

APPENDIX E

MI'KMAWEY SCHOOL
THE MICMAC WAY

Official Opening Program

1. Flag Ceremony - Flag Bearers - Wayne Johnson
   Roberta Marshall

2. Welcome - Grade 5:6 Students
3. Welcome to Reserve - Chief John Basque
4. Guest Speaker - Ron Witt - Regional Director DIAND
5. Explaination of School Crest : Motto
6. Poetry Reading - Rita Joe
7. Adult Micmac Class - Maynard Marshall
8. "Our First Year" - Barb Adams
9. Ribbon Cutting Ceremony - Shelia Carr-Stewart
   Ron Witt
   Chief John Basque
10. Prayer - Noel Marshall

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Opening

Ji'nmutut aqq e'pittut, kijka' kitu'
wskumulek aunaqa ninen, ta'n tel
nmituek tli apoqnmuksinen
mi'kmawi'suti wejkukna'q. Wla'likekk
jiksituiek lpa menaqa, aqq
mikwite'tmoq ta'n telua'tiek kiskuk.

Gentlemen and ladies, we want to speak to you a little on how beneficial the Micmac Language will be to us in the days coming. It would be much appreciated if you would listen carefully to us and remember what we are saying here today.

No. 2

Nitaptut, espite'tmek ta'n teli
mi'kmawi'sultiek. N'tuek ta'n
teli'sultiek, na ketlewe'k
n'tutesnen lnui kjijitaqn.

Friends, we think highly of our ability
to speak Micmac. If we lose this, it is
for certain that we will lose Micmac
knowledge.

No. 3

Wla kiskuk, ta'n eimu'tioq,
pejitaioq naji apoqnmuiek
panta'tuek MI'KMAWEY ELEMENTARY SCHOOL,
piami wla'liek.

Ketlamsitmek nike', ma'
ksika'nuk mi'kmawey tlqamiksuti
aqq mi'kmawey tli'suti.

Today, those of you who have come to assist
us in officially opening the MI'KMAWEY
ELEMENTARY SCHOOL, our heartfelt thanks.
We believe now that we will not lose our
Micmac culture nor our Micmac language.

No. 4

Kisiku'k, ta'n lnui'sultijik
pasik, nsituatesnen
aknutmuksie'k ta'n weniek aqq
wetapeksultiek.

Our elders, which speak Micmac
only, will be understood by us
when they tell us who we are,
and about our history.

No. 5

Nsittesnen sa'qewe'l mi'kmawe'l
a'tukwaqnn ta'n wetelmultiekl
aqq kisa'luksiekl ankite'tmek
ta'n teli klu'lk mi'kmawa'juimk.

We will understand old Micmac
legends which bring us laughter
and also force us to comtemplate
on how beautiful it is to be a
Micmac person.

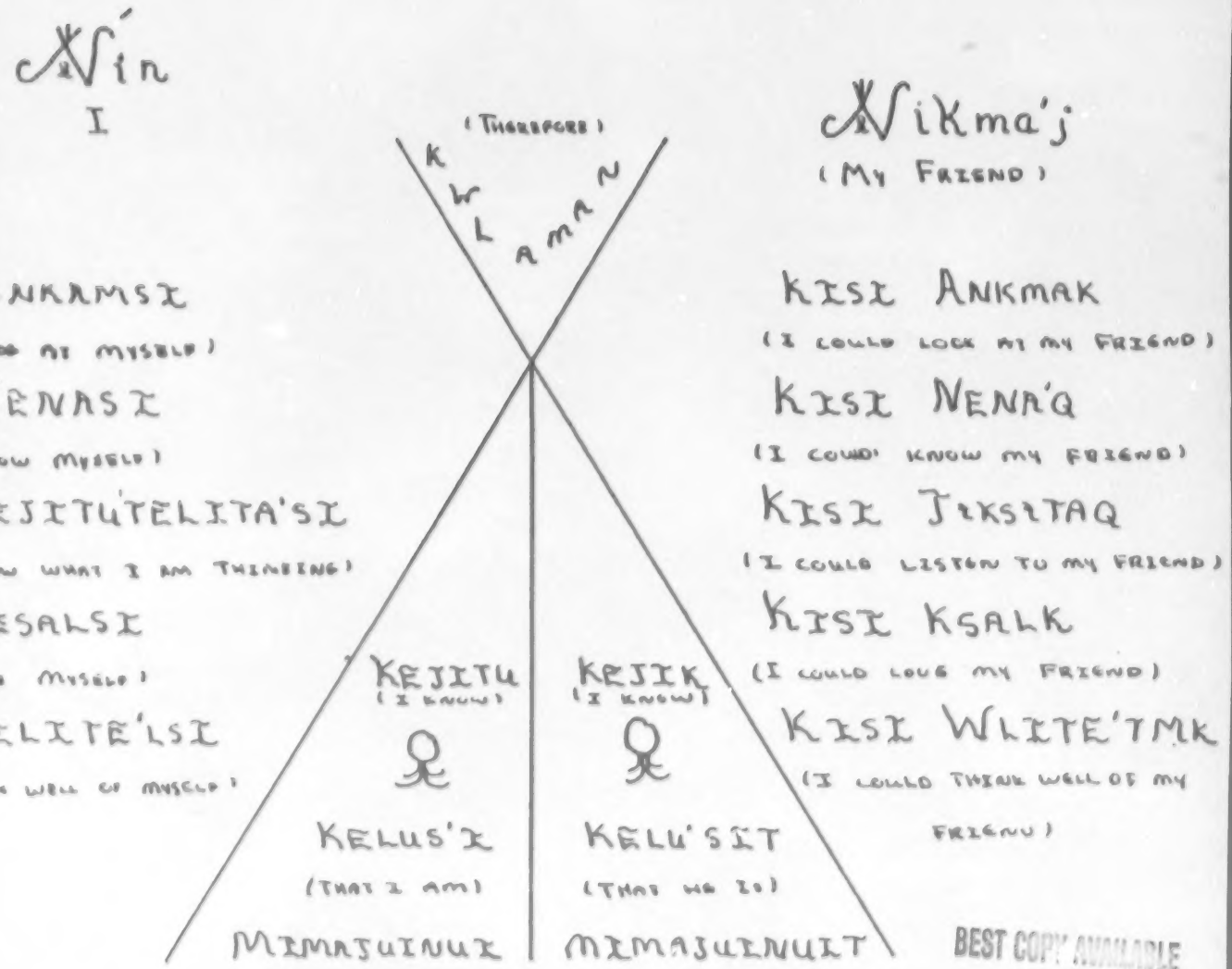
No. 6

Mejit ne'wkt, wela'liek
tepite'lmiek jukwita'new.

Once again, thank you all,
for thinking enough of us to come.

APPENDIX F

OUR MOTTO



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APPENDIX G

Terms of Reference

for

An Evaluation of Education Programs on the Chapel Island Reserve

Prepared by the
Evaluation Advisory Committee
October 1982

Evaluation Branch
Corporate Policy
D.I.A.N.D.

Terms of Reference

for

Chapel Island Education Evaluation

I Introduction

These Terms of Reference delinate the nature and scope of the proposed evaluation study of education prgramming available to young people of the Chapel Island reserve. They were prepared by the Evaluation Advisory Committee whose members are listed in the appendix to this document.

Chapel Island reserve is located near the town of St. Peter's in Cape Breton. On-reserve population numbers about two hundred and fifty persons. Schooling for Chapel Island young people in the Kindergarten through the grade 7 levels is provided on the reserve in the Band-operated Mi'kmawey School, with an enrolment of slightly under fifty students. Students in grade 8 level or higher, and a small number in special education classes, attend the local schools (of the provincial school system) in the town of St. Peter's. Some eight Chapel Island young people who are between levels Kindergarten and grade 7 attend town schools rather than the Mi'kmawey School. The on-reserve school was opened in September 1981.

This evaluation study has been initiated by the Chapel Island Band Chief and Council and the Band's school administration and research officer, with financial and other assistance from the Evaluation Branch (HQ) of the Department of Indian Affairs and

Northern Development in conjunction with the assistance and support of DIAND regional and district education program administrators.

II Evaluation Issues/Questions

A. Education Program Context

The study is to include a brief assessment of:

- social, education, economic and cultural conditions of the reserve;
- state of the Mi'kmawey School (historical overview);
- reasons for undertaking an evaluation of this nature and scope.

B. Community Expectations for their Children's Education

Community expectations regarding the following factors are to be identified in order to set the framework for goals and objectives regarding the curriculum, teaching styles and organization of school.

The methodology for this task group will incorporate the following research methods:

- canvass of leadership;
- comprehensive community survey;
- community public meeting(s).

The study will identify the expectations of community members for their children in the following areas, and

how these related to the elementary school experience:

B1 Career expectations - do they promote or inhibit academit progress?

B2 Life expectations - quality and style - is there a value conflict between native and non-native society which is reflected in the level of academic achievement on the reserve?

B3 Analysis of early dropout rates (particularly boys) and how this may relate to socio-economic or cultural forces in the community.

B4 Balance between native and academic components of school instruction. What are the community's priorities?

B5 Culture - how does the community perceive its culture relating to the type and method of instruction at the school? Review literature on bi-cultural instruction in native communities (pros and cons).

B6 Discipline - extent and preferred methods.

B7 Language of instruction - community's preference (grades primary through seven). Problems inherent in bilingual instruction and benefits. Review of the literature.

C. Curriculum

C1 Community input - how much input does the community have in the organization and instruction of subject matter, and what role does it wish to play?

C2 Native Emphasis - to what extent does the community priorize incorporation of culturally-relevant materials, and how can this be made applicable to the following subjects?

social studies
language arts
mathematics
music
physical education
science
health
art

C3 Academic component - is the level of academic instruction in Mi'kmawey school on par with the provincial school system? How do subjects differ?

C4 Given the preceeding, are students being suitably prepared for secondary school?

C5 Alternatives to Secondary School - can children be directed at this stage to pursue other career choices?

C6 English Reading: identification of any problems. Is the school presently addressing the problems in the best manner possible? Are there more effective means to assist students to master reading skills?

C7 Weakness in Science program - identification of any weaknesses and problems and discussion of means towards their resolution.

C8 Computer literacy - suggest means towards increased utilization of computers - sources of instruction for school staff, software, etc.

C9 Religion - should religious instruction be a part of the curriculum? If so, how? (curriculum structure, time allocation, who to instruct?)

C10 Waltes - as a teaching aide, should it be incorporated into the curriculum?

D. Instruction at Mi'kmawey School

D1 Maximizing teacher effectiveness - suggestions towards increasing teacher effectiveness (to include principal/teacher self-evaluations of their role and problems experienced which inhibit their effectiveness in the classroom).

D2 Teaching styles - review of literature on cross-cultural education. Are certain teaching styles deemed more appropriate for instruction of native children?

D3 Preparation for different cultural values - are non-Indian teachers sufficiently prepared for cross-cultural differences? Can these differences be identified, and in what forum should they be discussed with teaching and administrative staff?

D4 Classroom organization (use of time) - study of time spent on instruction in each subject. Is there adequate

coverage of each subject? How can classroom time be spent more effectively? Can classroom organization be made relevant to cultural factors?

E. Organization and Administration

E1 Analytical description of administrative and management functions of School Board, Band Council, principal and Advisory Board. Is each level working to capacity?

E2 Setting goals - does the school have clearly-defined goals for teachers and students? Who does and who should establish these goals?

E3 Sources of funding - can the school meet its objectives solely with DIAND funding? (reference to other funding sources.)

E4 Community input - is there sufficient community input into school administration and organization? If not, how can the community role be improved?

E5 Enhancing the public relations of the school - does the school have a credible image? How can the school continue this momentum?

E6 Liaison with local school boards, schools, and the Nova Soctia Department of Education: does the reserve school have sufficient contact with the provincial education system? How can communication between the province and the school be improved?

E7 Who should set overall educational goals and objectives? ie. School Board, Band Council, teaching and administrative staff.

E8 Division of administrative and management responsibilities - why has it worked so well to date?

F. Human Resources

Identification of resource people and institutions outside of the Mi'kmawey school environment; how can they most effectively be incorporated into the school curriculum?

F1 Parent awareness - to what extent are parents actively promoting their children's education and what programs can be instituted to increase their involvement (ie. P.E.T., Family Life, Early Childhood Education, etc.)?

F2 Role models - use of native role models to encourage academic committment and achievement. What areas can be represented?

F3 Special Services - speech, hearing, vision. Is there a need for these services, and if so, what resources are available to the school?

F4 Orientation to (and for) external institutions - how can we best familiarize our students with the provincial education system in order to ease their integration at the junior high level?

F5 Resource guide to academic sources - is such a guide available?

G. Student Achievement

G1 Individual achievement testing of students at Mi'kmawey school to determine academic standing and a comparison of achievement levels of Mi'kmawey students with those of students in the local (town) schools and in the province. (Teachers will administer tests under direction of the evaluator; evaluator to interpret results.)

G2 Assessment of appropriateness of the achievement tests used - are they culturally-relevant and what is the relationship between cultural relevance and student scores on the tests?

H. Physical Facilities

H1 Existing building and facilities - assessment of the facilities which the school currently possesses.

H2 Long term plans - identification of infrastructure needs in line with curriculum, future student enrolment and community utilization of school.

H3 Requirements for recreational facilities and a cultural resource centre.

H4 The school as a community centre - should there be restrictions imposed?

I. Study Coverage

The evaluation issues and questions identified above

(section A to H) will be addressed in relation to all schooling provided on the reserve and, where appropriate and feasible, to education programming provided off the reserve to Chapel Island youth.

J. Future Evaluation Activity

J1 Ongoing program evaluation - how can the community conduct an independant self-evaluation of the school on a regular basis to ensure it is meeting its stated objectives? What structure should this take?

J2 Teacher evaluation - what method of evaluation can be used in future to evaluate teacher performance on an ongoing basis?

III Organization of the Study

The evaluation study will be directed by the Evaluation Advisory Committee. The primary evaluator will report regularly to the Committee on a schedule to be mutually agreed upon. The primary evaluator will engage the services of other individuals with expertise in areas relevant to study issues in consultation with the Evaluation Committee. These experts may be asked to write certain sections of the evaluation report, based on a prior agreement between the primary evaluator and the Evaluation Advisory Committee.

The evaluation team will engage Band members in the conduct of the community survey. As well, the team will utilize the

assistance of appropriate Band staff as designated by the Band Council and the Evaluation Committee, where specific tasks within the study work-plan require such assistance. Band assistance to the evaluators will be remunerated by the primary evaluator at rates to be negotiated between the parties concerned.

The tentative time frame for the study is November 1982 to June 1983.

IV The Evaluation Study Report

The draft final report is to be presented to the Evaluation Advisory Committee for their review and comment prior to preparation of the final version. The study report will include the presentation by the authors of appropriate courses of action correct any problems identified as a result of the study and its findings and conclusions.

A minimum of six copies of the final evaluation report will be provided to the Evaluation Advisory Committee.

Appendix to Terms of Reference

Chapel Island Education Evaluation

Members of the Advisory Committee*

Chair — Russell Marshall, Head, Chapel Island School Board

Lillian Marshall, Social Counsellor, Chapel Island

Sheila Carr-Stewart, District Superintendent of Education

Mary K. Rombout, Evaluation Branch, Headquarters, DIAND

* As of October 15, 1982. Two or more others to be confirmed shortly.

APPENDIX H

CHAPEL ISLAND COMMUNITY SURVEY

Interview Number _____

Interviewer _____

Date of Interview _____

Time of Interview _____

Length of Interview _____ (in minutes)

The following is to be read to the head of the household (or substitute)

The Mi'kmawey school has been in operation for over a year now and about 50 children from the community attend the school. To help the school committee find out if the children are getting the quality of education they deserve, and to help plan for the future, an evaluation of the school is being carried out. As part of this evaluation, the committee would like to know your opinion on a number of different topics. Your answers will be kept confidential and your name will not appear on this sheet.

1. What is respondent's sex? ___ Male ___ Female

2. What is your age?

___ under 25 ___ 35 - 44 ___ over 54

___ 25 - 34 ___ 45 - 54

3. Does either one or both parents in this household earn income from regular full-time employment?

___ Yes ___ No

4. What is the highest level of school you have completed?

___ elementary (or less) ___ college

___ junior high ___ other post secondary program

___ high school

5. Do you have children attending the Chapel Island Head Start School?

___ Yes ___ No

6. Do you have children attending the Mi'kmawey School?

___ Yes ___ No

7. Do you have children attending the Johnstown School?

___ Yes ___ No

8. Do you have children attending the St. Peters Elementary School?

___ Yes ___ No

9. Do you have children attending elementary schools other than those mentioned above?

___ Yes ___ No

10. Do you have children attending high school?

___ Yes ___ No

Indicate whether you agree, disagree, or have no opinion with the following statements about the Mi'Kmawey School. (If the respondent wishes to explain an answer write "over" beside the question and write the explanation on the back)

	Agree	Disagree	No Opinion
11. Our school is doing a good job in teaching children the basic skills in reading and math.	___	___	___
12. The programmes in our school are good enough to prepare our children for grade seven and beyond.	___	___	___
13. Our school generally makes sure our children do their very best most of the time.	___	___	___
14. The amount of time given to the subjects (Language, Reading, Arithmetic, etc.) is just about right.	___	___	___
15. Our school is giving enough of the kinds of courses our children should be receiving.	___	___	___
16. When my children need help with a personal problem or need help to plan for the future there is someone at school who can provide help and good advice.	___	___	___
17. Teachers at school are concerned about my child as a person.	___	___	___
18. The school has good teachers.	___	___	___
19. The Nova Scotia Department of Education requires all provincial schools to have a physical education program. The Mi'Kmawey School does not have a physical education program. I am concerned about this.	___	___	___
20. I feel that the Band should give priority to the construction of a gym at the school for use by both the school and the community at large.	___	___	___
21. Instruction in speaking and writing the Micmac language should be part of the regular program.	___	___	___

22. Other subjects such as math, science and social studies should be taught (choose one):

only in English ___

only in Micmac ___

in both Micmac and English ___

23. More emphasis should be given to the Micmac language during the first few years of school rather than the last few years.	___	___	___
24. Instruction about the Micmac culture should be part of the regular program for all grades.	___	___	___
25. More emphasis should be given to the Micmac culture in the curriculum than is now given.	___	___	___

	Agree	Disagree	No Opinion
26. In the past some teachers have used both English and Micmac to help explain certain topics in class. Do you agree with this?	____	____	____
27. The cultural activities which take place at the school now for both children and parents should continue to be developed.	____	____	____
28. Parents are told about the programmes in the school.	____	____	____
29. Our school listens to the concerns of parents.	____	____	____
30. I would like to be more involved in the school.	____	____	____
31. If I want to see the principal, it is easy to arrange it.	____	____	____
32. If I want to speak with a teacher, I have no trouble getting to see that teacher.	____	____	____
33. Our community is actively involved in operating the school.	____	____	____
34. I would be interested in learning about how I could help my children do better in school.	____	____	____
35. I expect my children to finish junior high school.	____	____	____
36. I expect my children to finish high school.	____	____	____
37. I expect my children to attend college, university, or other kind of technical or professional training program after high school.	____	____	____
38. I would prefer if my children could stay on the reserve when they finish school.	____	____	____
39. I want my children to be able to earn a living after their schooling, even if it means moving off the reserve.	____	____	____
40. The rules at the school are fair to my children.	____	____	____
41. Our school is helping our children to develop a sense of right and wrong.	____	____	____
42. The teachers are strict enough to help our children behave well but not too strict.	____	____	____
43. Parents generally support the teachers in discipline matters.	____	____	____
44. The school is doing enough to help me develop a sense of self-discipline in my children.	____	____	____
45. I would like the school to provide more information about career opportunities for my children.	____	____	____
46. The amount of homework my children get at the Mi'Kmawey School is (choose one): about right ___ / too much ___ / too little ___			
47. Religious instruction should be part of the school curriculum.	____	____	____
48. Music instruction should be part of the school curriculum.	____	____	____
49. The school committee should look at the possibility of extending the school program to the end of junior high school (i.e., grade 9).	____	____	____

50. What do you think is the greatest strength of the school? _____

51. What do you think is the biggest problem with the school? _____

52. What would you like to see changed about the school? _____

53. Do you have any other comments about the school? _____

Thank you for your cooperation.

APPENDIX I

Q1 RESPONDENT'S SEX

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Male	1.	16	45.7	50.0
Female	2.	16	45.7	50.0
	9.	3	8.6	MISSING
TOTAL		35	100.0	100.0

VALID CASES 32 MISSING CASES 3

Q2 AGE?

	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
under 25	1.	5	14.3	15.2
25 - 34	2.	7	20.0	21.2
35 - 44	3.	10	28.6	30.3
45 - 54	4.	6	17.1	18.2
over 54	5.	5	14.3	15.2
	9.	2	5.7	MISSING
TOTAL		35	100.0	100.0

VALID CASES 33 MISSING CASES 2

Q3 EMPLOYED FULL-TIME

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Yes	1.	9	25.7	27.3
No	2.	24	68.6	72.7
	9.	2	5.7	MISSING
TOTAL		35	100.0	100.0

VALID CASES 33 MISSING CASES 2

Q4 HIGHEST LEVEL OF SCHOOL COMPLETED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
elementary	1.	9	25.7	32.1
junior high	2.	7	20.0	25.0
high school	3.	5	14.3	17.9
other post secondary program	5.	7	20.0	25.0
	9.	7	20.0	MISSING
TOTAL		35	100.0	100.0

VALID CASES 28 MISSING CASES 7

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Q5 CHILDREN ATTENDING HEAD START SCHOOL

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Yes	1.	3	8.6	9.4
	No	2.	29	82.9	90.6
		9.	3	8.6	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 32 MISSING CASES 3

Q6 CHILDREN ATTENDING MI'KMAWEY SCHOOL

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Yes	1.	11	31.4	33.3
	No	2.	22	62.9	66.7
		9.	2	5.7	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 33 MISSING CASES 2

Q7 CHILDREN ATTENDING JOHNSTOWN SCHOOL

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Yes	1.	2	5.7	6.1
	No	2.	31	88.6	93.9
		9.	2	5.7	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 33 MISSING CASES 2

Q8 CHILDREN ATTENDING ST. PETERS ELEMENTARY

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Yes	1.	3	8.6	9.4
	No	2.	29	82.9	90.6
		9.	3	8.6	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 32 MISSING CASES 3

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09 CHILDREN ATTENDING OTHER ELEMENTARY SCHOOLS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Yes	1.	4	11.4	12.9
No	2.	27	77.1	87.1
	9.	4	11.4	MISSING
TOTAL		35	100.0	100.0

VALID CASES 31 MISSING CASES 4

010 CHILDREN ATTENDING HIGH SCHOOL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Yes	1.	9	25.7	32.1
No	2.	19	54.3	67.9
	9.	7	20.0	MISSING
TOTAL		35	100.0	100.0

VALID CASES 28 MISSING CASES 7

011 BASIC SKILLS GOOD

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	21	60.0	72.4
Disagree	2.	2	5.7	6.9
No opinion	3.	6	17.1	20.7
	9.	6	17.1	MISSING
TOTAL		35	100.0	100.0

VALID CASES 29 MISSING CASES 6

012 ADEQUATE PREPARATION FOR FURTHER STUDY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	22	62.9	73.3
Disagree	2.	4	11.4	13.3
No opinion	3.	4	11.4	13.3
	9.	5	14.3	MISSING
TOTAL		35	100.0	100.0

VALID CASES 30 MISSING CASES 5

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Q13 SCHOOL ENSURES CHILDREN DO THEIR BEST

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	21	60.0	75.0
Disagree	2.	4	11.4	14.3
No opinion	3.	3	8.6	10.7
	9.	7	20.0	MISSING
TOTAL		35	100.0	100.0

VALID CASES 28 MISSING CASES 7

Q14 SUBJECT SCHEDULING FAIR

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	18	51.4	69.2
Disagree	2.	2	5.7	7.7
No opinion	3.	6	17.1	23.1
	9.	9	25.7	MISSING
TOTAL		35	100.0	100.0

VALID CASES 26 MISSING CASES 9

Q15 SCHOOL COURSES ADEQUATE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	19	54.3	65.5
Disagree	2.	4	11.4	13.8
No opinion	3.	6	17.1	20.7
	9.	6	17.1	MISSING
TOTAL		35	100.0	100.0

VALID CASES 29 MISSING CASES 6

Q16 PERSONAL HELP GOOD

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	15	42.9	53.6
Disagree	2.	2	5.7	7.1
No opinion	3.	11	31.4	39.3
	9.	7	20.0	MISSING
TOTAL		35	100.0	100.0

VALID CASES 28 MISSING CASES 7

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Q17 TEACHERS CONCERNED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	19	54.3	67.9
Disagree	2.	2	5.7	7.1
No opinion	3.	7	20.0	25.0
	9.	7	20.0	MISSING
TOTAL		35	100.0	100.0

VALID CASES 28 MISSING CASES 7

Q18 TEACHERS GOOD

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	24	68.6	80.0
Disagree	2.	1	2.9	3.3
No opinion	3.	5	14.3	16.7
	9.	5	14.3	MISSING
TOTAL		35	100.0	100.0

VALID CASES 30 MISSING CASES 5

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Q19 CONCERNED RE. LACK OF PHYS. ED. PROGRAM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	30	85.7	93.8
Disagree	2.	1	2.9	3.1
No opinion	3.	1	2.9	3.1
	9.	3	8.6	MISSING
TOTAL		35	100.0	100.0

VALID CASES 32 MISSING CASES 3

Q20 PRIORITY GIVEN FOR GYM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	26	74.3	83.9
Disagree	2.	4	11.4	12.9
No opinion	3.	1	2.9	3.2
	9.	4	11.4	MISSING
TOTAL		35	100.0	100.0

VALID CASES 31 MISSING CASES 4

Q21 TEACH MICMAC

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Agree	1.	23	65.7	71.9
	Disagree	2.	4	11.4	12.5
	No opinion	3.	5	14.3	15.6
		9.	3	8.6	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 32 MISSING CASES 3

Q22 LANGUAGE INSTRUCTION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
only in English	1.	8	22.9	26.7
In both Micmac and English	3.	22	62.9	73.3
	9.	5	14.3	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 30 MISSING CASES 5

Q23 MORE EMPHASIS ON MICMAC DURING EARLY SCHOOL YEARS

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Agree	1.	19	54.3	59.4
	Disagree	2.	6	17.1	18.8
	No opinion	3.	7	20.0	21.9
		9.	3	8.6	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 32 MISSING CASES 3

Q24 MICMAC CULTURE INSTRUCTION

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Agree	1.	27	77.1	81.8
	Disagree	2.	2	5.7	6.1
	No opinion	3.	4	11.4	12.1
		9.	2	5.7	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 33 MISSING CASES 2

BEST COPY AVAILABLE

Q25 MORE EMPHASIS ON MICHAC CULTURE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	23	65.7	69.7
Disagree	2.	4	11.4	12.1
No opinion	3.	6	17.1	18.2
	9.	2	5.7	MISSING
TOTAL		35	100.0	100.0

VALID CASES 33 MISSING CASES 2

Q26 BILINGUAL EXPLANATIONS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	25	71.4	78.1
Disagree	2.	4	11.4	12.5
No opinion	3.	3	8.6	9.4
	9.	3	8.6	MISSING
TOTAL		35	100.0	100.0

VALID CASES 32 MISSING CASES 3

Q27 CULTURAL ACTIVITIES DEVELOPED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	25	71.4	78.1
Disagree	2.	2	5.7	6.3
No opinion	3.	5	14.3	15.6
	9.	3	8.6	MISSING
TOTAL		35	100.0	100.0

VALID CASES 32 MISSING CASES 3

Q28 PARENTS INFORMED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	19	54.3	73.1
Disagree	2.	2	5.7	7.7
No opinion	3.	5	14.3	19.2
	9.	9	25.7	MISSING
TOTAL		35	100.0	100.0

VALID CASES 26 MISSING CASES 9

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Q29 SCHOOL LISTENS

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Agree	1.	19	54.3	70.4
	Disagree	2.	2	5.7	7.4
	No opinion	3.	6	17.1	22.2
		9.	8	22.9	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 27 MISSING CASES 8

Q30 LIKE MORE INVOLVEMENT IN SCHOOL

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Agree	1.	18	51.4	64.3
	Disagree	2.	2	5.7	7.1
	No opinion	3.	8	22.9	28.6
		9.	7	20.0	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 28 MISSING CASES 7

Q31 EASY TO SEE PRINCIPAL

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Agree	1.	22	62.9	84.6
	Disagree	3.	4	11.4	15.4
	No opinion	9.	9	25.7	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 26 MISSING CASES 9

Q32 EASY TO SEE TEACHER

CATEGORY LABEL		CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	Agree	1.	20	57.1	74.1
	Disagree	2.	2	5.7	7.4
	No opinion	3.	5	14.3	18.5
		9.	8	22.9	MISSING
		TOTAL	35	100.0	100.0

VALID CASES 27 MISSING CASES 8

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Q33 COMMUNITY INVOLVED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	22	62.9	73.3
Disagree	2.	4	11.4	13.3
No opinion	3.	4	11.4	13.3
	9.	5	14.3	MISSING
TOTAL		35	100.0	100.0

VALID CASES 30 MISSING CASES 5

Q34 LEARNING HOW TO HELP CHILDREN

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	21	60.0	77.8
Disagree	2.	1	2.9	3.7
No opinion	3.	5	14.3	18.5
	9.	8	22.9	MISSING
TOTAL		35	100.0	100.0

VALID CASES 27 MISSING CASES 8

Q35 EXPECT CHILDREN TO FINISH JUNIOR HIGH

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	23	65.7	79.3
Disagree	2.	2	5.7	6.9
No opinion	3.	4	11.4	13.8
	9.	6	17.1	MISSING
TOTAL		35	100.0	100.0

VALID CASES 29 MISSING CASES 6

Q36 EXPECT CHILDREN TO FINISH HIGH SCHOOL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	25	71.4	86.2
Disagree	2.	1	2.9	3.4
No opinion	3.	3	8.6	10.3
	9.	6	17.1	MISSING
TOTAL		35	100.0	100.0

VALID CASES 29 MISSING CASES 6

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037 EXPECT CHILDREN TO FURTHER THEIR EDUCATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	25	71.4	89.3
Disagree	2.	1	2.9	3.6
No opinion	3.	2	5.7	7.1
	9.	7	20.0	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 28 MISSING CASES 7

038 PREFER CHILDREN STAY ON RESERVE AFTER SCHOOL COMPLETION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	11	31.4	36.7
Disagree	2.	9	25.7	30.0
No opinion	3.	10	28.6	33.3
	9.	5	14.3	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 30 MISSING CASES 5

039 CHILDREN EARN LIVING AFTER SCHOOL OFF RESERVE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	23	65.7	79.3
Disagree	2.	2	5.7	6.9
No opinion	3.	4	11.4	13.8
	9.	6	17.1	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 29 MISSING CASES 6

040 RULES FAIR

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	21	60.0	84.0
No opinion	3.	4	11.4	16.0
	9.	10	28.6	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 25 MISSING CASES 10

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Q41 CHILDREN DEVELOPING SENSE OF RIGHT AND WRONG

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	21	60.0	84.0
Disagree	2.	2	5.7	8.0
No opinion	3.	2	5.7	8.0
	9.	10	28.6	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 25 MISSING CASES 10

Q42 TEACHERS STRICT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	20	57.1	76.9
Disagree	2.	3	8.6	11.5
No opinion	3.	3	8.6	11.5
	9.	9	25.7	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 26 MISSING CASES 9

Q44 SCHOOL HELPING ME DEVELOP CHILDREN'S SELF-DISCIPLINE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	16	45.7	64.0
Disagree	2.	2	5.7	8.0
No opinion	3.	7	20.0	28.0
	9.	10	28.6	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 25 MISSING CASES 10

Q43 PARENTS SUPPORT TEACHERS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	19	54.3	73.1
Disagree	2.	4	11.4	15.4
No opinion	3.	3	8.6	11.5
	9.	9	25.7	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 26 MISSING CASES 9

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137

Q45 PROVIDE MORE INFO ON CAREER OPPORTUNITIES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	21	60.0	77.8
Disagree	2.	1	2.9	3.7
No opinion	3.	5	14.3	18.5
	9.	8	22.9	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 27 MISSING CASES 8

Q46 HOMEWORK REASONABLE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
About right	1.	13	37.1	72.2
Too little	3.	5	14.3	27.8
	9.	17	48.6	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 18 MISSING CASES 17

Q47 RELIGION OFFERED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	29	82.9	90.6
No opinion	3.	3	8.6	9.4
	9.	3	8.6	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 32 MISSING CASES 3

Q48 MUSIC OFFERED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	27	77.1	87.1
Disagree	2.	1	2.9	3.2
No opinion	3.	3	8.6	9.7
	9.	4	11.4	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 31 MISSING CASES 4

Q49 EXTENDING SCHOOL PROGRAM TO GR. 9

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Agree	1.	23	65.7	74.2
Disagree	2.	6	17.1	19.4
No opinion	3.	2	5.7	6.5
	9.	4	11.4	MISSING
	TOTAL	35	100.0	100.0

VALID CASES 31 MISSING CASES 4

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APPENDIX J

Instruction and Cultural Infusion

at Chapel Island School

May, 1983

Arthur J. More

TERMS OF REFERENCE

1. To assist in the development of instructional techniques which are more appropriate to the needs and goals of the students attending Chapel Island School.

2. To attend particularly to differences in learning style, and to the inclusion of cultural infusion into curriculum and instruction.

3. The evaluation of teaching effectiveness of individual teachers is specifically excluded.

SOURCES OF INFORMATION

1. Observations and impressions from a two day visit to Chapel Island School. The visit included: classroom observations; discussions with staff (teachers, Education Coordinator, Cultural Aide, and Band Cultural Development Worker); a brief visit to the high school at St. Peters; and a discussion/workshop with teachers from the Chapel Island School and St. Peters High School, and Chapel Island parents.

2. Information on the school, curriculum, and students, provided by the Evaluation Consultants.

OBSERVATIONS

1. Instruction. Instructional techniques are similar to those found in many provincial schools with some adaptation to the needs of individual children.

It was difficult in the time available to determine the degree to which the teachers adapted to the cultural backgrounds of the children. Two of the teachers and the cultural aide are Micmac. They used the Micmac language frequently in class and were knowledgeable about contemporary and traditional Micmac cultures. The other staff members appeared to be sensitive to the fact that cultural differences exist. They were also enthusiastic about adapting to these differences to the degree they could.

2. Curriculum. The school generally follows the curriculum of the province of Nova Scotia, with adaptation to the educational needs of the students and to their cultural background. A comparison between the school curriculum and provincial curriculum was made by another consultant and is reported elsewhere.

3. Learning Styles. Learning styles of individual children, as well as differences in learning styles between the Chapel Island students and their non-Indian counterparts, were of particular interest. While it was not possible to investigate learning styles in detail, some general trends were noted. These included the following:

a. an extremely broad range in academic abilities and probably in learning styles between individuals.

b. a lower level of development of English language skills, probably related to English being a second language and cultural differences. The children were as verbal as most non-Indian children, but they used less variety in their vocabulary and syntax, and scored lower on Language Arts achievement. (This is an extremely difficult probelm to deal with because the community would like Micmac language and culture to be maintained, if possible, at the same time as English language skills are developed. I believe this can be accomplished by careful planning of instruction and curriculum, and with continued community support.)

c. a general style of learning that may depend too much upon teacher goal setting, pacing, evaluating and support rather than self-determination of goals and pacing, self-evaluation and more independent work (teacher-directed learning rather than self-directed). This effect is fairly frequent in cross-cultural classrooms. The evidence of this effect was not absolutely clear cut, nor were there massive differences from non-Indian students. Nevertheless, the effect is worthy of serious consideration by the school.

4. Teacher Concerns. The teaching staff exposed some concerns which relate to instruction and curriculum. These concerns were generally supported by the teaching staff of St. Peters High School.

a. there was concern in the early grades about attention span and listening skills being a serious problem with some, but not all, of the children.

b. there was also concern with serious attendance problems of some of the children.

c. there was a concern that the general achievement level of many of the children was below potential, particularly in language arts. Now that the pupil/teacher ratio is low enough to give these children the individual attention they need, a need for planning a realistic "catch-up" pace was expressed.

d. the teaching staff asked a number of questions about the best academic and social preparation of the children for the high school.

e. the teaching staff also expressed interest in finding effective ways of combining Micmac language and culture with the academic and cultural components of the provincial curriculum.

RECOMMENDATIONS

1. Interacting Languages. I recommend that a contrastive analysis of Micmac and English be carried out by an individual or individuals with a strong background in linguistics and elementary teaching. The purpose of this analysis would be to describe in practical, educational terms the ways in which the two languages interfere with and reinforce each other in their sound systems, grammars and vocabulary. This would be particularly helpful in alerting teachers to potential problem areas in English language arts by children whose first language is Micmac or whose parents' first language is Micmac. It is also important that such a report consider ways in which the development of one language can enhance the development of the other, as is being done in bilingual programs elsewhere.

2. Cultural Infusion. I recommend that a program of cultural infusion be developed under the direction of the Education Director, with support from the teaching staff and the community. A great deal of sharing between Micmac schools in the region on such a project would be very beneficial and the resources of the Micmac-Maliseet Institute would be invaluable.

Cultural infusion refers to the infusion of traditional and contemporary Micmac, particularly Chapel Island, culture into the curriculum wherever appropriate. In some cases it involves maintaining the same goals or developing the same skills (e.g., learning long division or map reading) as the provincial curriculum but using culturally relevant examples as much as possible. In other cases it involves replacing complete units, especially in Social Studies. Decisions on changes would require close consultation with the parents to ensure that the curriculum reflects their wishes, and with the high school to ensure that the students are well prepared for the transition.

Another process for developing a greater Indian content is to start with a Micmac cultural core, and adapt all other cultural content to it. Although this process has been successful in some circumstances, my impression is that the community would not support it.

This is a long term task that would evolve over a number of years. It possible with present staffing levels and teacher interest. It is a way of focussing on the unique aspects of the Chapel Island School and the community it serves.

3. Goal Setting. I recommend that the school establish a detailed goal setting process for their instruction, as described below. This process includes (a) developing academic, cultural and interpersonal skill goals to be achieved by the end of grade 6. Then (b) class group, grade, and individual goals are developed for the year, based on maintaining a realistic pace. Finally (c) for those pupils who have serious deficiencies -- academically, culturally or in their interpersonal skills -- intermediary goals should be developed monthly or quarterly.

It is important that these goals be realistic. A grade 4 pupil, reading a grade 1 level, cannot realistically be expected to "catch up" by the end of grade 4. But if he or she is to "catch up" by the end of grade 6, a series of intermediary goals leading to the final goal will more likely optimize instruction during the two years leading to grade 6.

With low pupil-teacher ratios there can be a problem with pacing for individual students especially. This process, though time-consuming at first, can help the teachers take full advantage of the pupil/teacher ratio to the benefit of the child.

4. Skill Development. There are certain areas in which special attention to specific skills may be necessary because of the cross-cultural nature of the education of Chapel Island students.

a. Language development. More instructional time should be devoted to language development, especially oral language development. This could be done in both languages using the results of Recommendation 1, if the community wishes. Oral language development is important through to grade 6, and indeed into high school. It is particularly important in a bilingual or bidialectic situation.

b. Note-taking and summarizing. Note-taking and summarizing skills are often left to develop by chance. Given the language interference and other cultural difference, it is important that these skills be included as part of the instruction, particularly in the intermediate grades.

c. Independent study skills and self-evaluation. Independent study skills and self-evaluation often need to be consciously developed in a cross-cultural situation. This seems to arise because the students may not have enough self-confidence, or knowledge of the "white-middle-class" culture in which the school is embedded. As a result they may not trust their own judgment about

what to study, how to study, and how well they are doing. They may become completely dependent on others for this sort of support, or they may give up and not try. There may even be some relationship between this effect and recent research into field-dependent and field-independent cognitive styles.

It is important to attend carefully to the development of these skills, along with conscious efforts to develop self-confidence where necessary. The students must not only learn the skills, but believe they can use them effectively.

SUMMARY

My impressions of the Chapel Island School and the surrounding community are these: there are some serious educational needs in the community; there is serious concern, and enthusiasm, amongst the parents and teachers for overcoming these needs; the school organization provides a unique opportunity to overcome needs and develop a very effective education program; and proven methods are available for achieving these.

I wish them well.

APPENDIX K

CHAPEL ISLAND: REPORT ON MICMAC LANGUAGE AND CULTURE IN THE SCHOOL PROGRAM by Robert Leavitt

At the Mi'kmawey School on the Chapel Island Reserve, there is currently no formal program of instruction in Micmac language. Although both teachers and children use the language informally throughout the day, neither the staff nor consultants working with the school have developed a suitable Micmac curriculum. Micmac instruction, however, is one of the director's top two priorities in response to the request of most parents in the community. At the same time, there is an ongoing effort to provide curriculum in Micmac culture. Such curriculum is being developed from the particular perspective of the Chapel Island Reserve and its people and, appropriately, not from a more general non-Micmac or non-Indian point of view. The director's other top priority is to develop materials and curriculum based on local history and current issues. (It is important here to recognize Chapel Island's unique position as the social, spiritual and political centre for Nova Scotia Micmacs during the past 300 or more years).

THE CURRENT LANGUAGE SITUATION

During the 1981-1982 school year, a special teacher was hired to teach Micmac language once a week. Because of lack of funding this year, the school has been unable to continue that program. The staff at the Mi'kmawey School, with the exception of the director and the language arts teacher, are all fluent in Micmac, but none has been trained to

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teach the language. One teacher has attempted this year to teach several of her grade 5 and 6 science classes in Micmac, but both she and the children found the vocabulary difficult. The children laughed and asked her why she didn't just speak English. This teacher does use Micmac, more often and more comfortably, in her social studies classes with these children and to explain concepts and terms they find confusing in English.

Because there are so many factors of setting, expectation and personal relationships involved in assessing young children's language, it is difficult to determine objectively how well they can use Micmac, or even how often they do - without affecting the use in measuring it. Nevertheless, all teachers agree that the fluency of the children's Micmac varies widely. The older children, grades 5 and 6, are for the most part fluent; only one girl in class on February 25 could not speak Micmac. The younger the classes, the less fluent the children's spoken Micmac, although their understanding is at a high level. Few of the very young children in Headstart, Primary and grade 1, will speak Micmac spontaneously, though several can. The 1981-1982 language teacher feels that the children's Micmac is 'salvageable,' that they know and can use basic Micmac syntax, but that their pronunciation and word-formation need the help of an instructor. Children's Micmac has declined, he feels, not because of direct, considered parental intervention, but because the home environment has inevitably

become an English one. Parents want to maintain the Micmac language, but the pressures of television and off reserve contact are against them. The school recognizes that in teaching Micmac they will need to involve parents closely.

While there is no formal Micmac instruction at the Mi'kmawey School, both children and teachers speak Micmac often. They speak Micmac usually only informally, at recess, entering and leaving the building, running errands, arranging and organizing furniture and materials. During a DUSO lesson in the primary-grade 1 room, the teacher spoke Micmac only to explain the observer's presence, to correct children's posture and behaviour and to get the children ready for recess. In the grade 2-3-4 classroom, the math teacher spoke Micmac when referring to the children's work, their inquiries and difficulties, but not in dealing with the math content itself. She and two boys chatted fluently in Micmac with another teacher, who came in to get helpers for the bookmobile. In their classroom, the grade 5 and 6 students spoke Micmac with one another while waiting for their teacher after lunch. (They played checkers in English.) They continued to speak Micmac with their teacher when she arrived, until the school day resumed with silent reading.

These older students indicated to the observer that they would prefer being taught entirely in Micmac. When the English language arts teacher began her lesson, however, they participated actively and enthusiastically. Largely

through the work of this teacher and that of the science and social studies teacher, the school is making an active - and successful - effort to help the children develop their oral English proficiency. This is an area often neglected by teachers using English as a second language.

During her lesson with grades 5 and 6, the language arts teacher helped the children develop ideas about opinions, proofs and results (the implications of an opinion). She used examples provided by the children or based on their experience. During the second half of the period, the children worked on revising folktales they had written - sharing and discussing their ideas. The teacher took the children's work seriously, even using some off-colour plot suggestions without titillation.

The science and social studies teacher uses the DUSO materials with the younger children. The children responded to her questions and contributed their own experiences and observations. They seemed to enjoy the DUSO formats, the songs and puppets; but they were confused when the story was outside their own experience: when two little girls in a sketch excluded third girl from their playing, the children in the class were at first uncertain how the excluded girl would feel.

With the older children, this teacher's social studies lessons have focused on the Chapel Island Reserve. Here again she is able to have the children do a lot of talking,

improving their spoken English. In fact, the large amount of time that is devoted to social studies and science may be the only advantage, but an important one, of the current departmentalized teaching arrangement. Both in language arts and social studies, at all grade levels, the children at Mi'kmawey School respond well to efforts to develop their oral English.

THE CURRENT CULTURE SITUATION

Micmac culture can genuinely be "part" of the school curriculum only as an approach to learning and living, not as content. Children can't learn effectively about Micmac culture unless they learn through it. One way the school has tried to implement a program of Micmac culture is by involving community members as teachers, story tellers, and craftsmen. Most notable has been the participation of the reserve's social counsellor in the Headstart and grade 5 and 6 classrooms, where she has conducted a series of activities this year. These include Micmac songs and prayers, vocabulary lessons and traditional games. With the older children she plays waltes every Friday afternoon in a continuing tournament. This teacher's approach is characterized not only by her use of the Micmac language, but equally by her spirit of cooperation with the children. They participate with her, much as Micmac children in the community become involved in other adult activities (and unlike most school work, in which teachers become involved in child-centered activities).

As part of these efforts toward a Micmac cultural program, the social studies teacher, as mentioned above, focuses her attention on the reserve, its people and its history, using some Micmac language in her lessons and providing opportunities for children to visit and interview adult workers in the community. Children have made special studies of local customs and traditions. The director and teachers feel that in order for children to be ready to move beyond the borders of the reserve they must be fully at home at Chapel Island. This means that they need to feel comfortable working and playing in two languages and in two cultures. It is a mark of the teachers' and families' concern that two boys are repeating grade 6 this year because they aren't ready. Most staff members see the roles that Micmac language and culture can play in the children's growth. They will not be satisfied by tokenism, but want a decisively Micmac approach to the education of children who must succeed both as Micmacs and as Canadians.

THE SCHOOL ENVIRONMENT

In contrast to the curriculum, the school's physical and visual environments have received little attention beyond the exigencies of maintenance and heating. In the classrooms, most of the neglect is directly attributable to the departmentalization of teaching: no teacher has her own classroom to decorate, arrange or live in with the children. Rather, the teachers visit both the children and the rooms,

which have become waiting rooms both in atmosphere and in appearance.

The lobby makes it clear to those entering the school that it is Mi'kmawey. There is a large poster outlining the school's credo in Micmac. Colour photographs from the Mi'kmaq television series, a poem by Rita Joe, a map of the seven Micmac Districts and a scrapbook of Micmac News articles adorn the spaces leading to the classrooms and offices. On the other hand, in the classrooms, the walls give no sign of the school's location, its Micmac population or its philosophy.

There are however, inherent in the Mi'kmawey School setting possibilities for creating an educational environment that will reflect the school's credo (translated here into English):

I { look at myself / know myself / know what I think, therefore I can { look at / know / listen to my friend / love / think well of myself / think well of

I know I am worthy as a person, therefore,
I know he is worthy as a person.

For one thing the older and younger children mix freely and work well together, at recess times, in extra-curricular activities and in special projects. The director and teachers observe that they are truly involved with one another and that the older children strongly influence the younger children's attitudes and interests.

In the curriculum itself (the intellectual environment of the school) there are already many places where Micmac culture and language can be incorporated naturally. Social studies activities and community participation have already been mentioned. There are several other areas, too.

Visitors to the school can be used more frequently; this is another of the director's priorities. The language arts teacher, already aware of the students' ideas and outlooks, can relate English-language development more specifically to Micmac story telling and oral traditions. The math program, now entirely verbal, can include laboratory exercises that examine Micmac ways of describing, comparing and measuring shapes and quantities. Micmac story books, now being developed, can be part of the classroom and the curriculum as well as a way of extending the school's influence into the community. The current school program is open in many ways to the development of a special school environment.

RECOMMENDATIONS CONCERNING MICMAC LANGUAGE AND CULTURE

Given the great community support the school enjoys, the goals of the school staff and the abilities of the children, and the current state of affairs at the school, the following recommendations are made.

1. Each classroom should have a single teacher, at least for most of the school day. This will make it easier for the children to become actively involved in their school

program, not depending on the teachers to plan, arrange and conduct activities. Teachers will see how Micmac language and culture can be integrated into the curriculum across subject areas. In the classroom of a non-Micmac teacher, visiting Micmac instructors can be relied on more heavily than in the classrooms of Micmac teachers -- where they should participate also.

Provision should be made for older and younger students to work together, on academic as well as extra-curricular activities. A school-wide study of the significance of Chapel Island to Micmacs could involve children in this way.

2. The school should develop and implement a program of Micmac language instruction on 2 levels. One facet of such a program should provide training in how to speak Micmac -- vocabulary, word-formation, pronunciation, grammar, conversation and story telling, based upon what language children can use outside the classroom -- with peers and family.

The second facet of the Micmac language program should be the teaching of subjects in Micmac. Subjects taught in Micmac must be those naturally discussable in Micmac. Students in grades 5 and 6 who wished school were taught in Micmac said that of course the subjects would be different, meaning that it is difficult to talk about certain things in that language. Where the objects relate to Micmac culture or to the community it will be appropriate to teach them

in Micmac. Teachers should not attempt to translate existing English materials or lesson-plans.

A. Social Studies -- local history and geography, traditions, and celebrations, local government and economy, foods and medicines, games and recreation, crafts and arts.

B. Math -- Micmac concepts of shape and number, size, distance and location.

C. Science -- ecology, plants and animals, weather, seasons, water and ice, growth and change.

D. Language Arts -- storytelling, legends and humour, etymology; oral language; literacy beginning in grade 5.

By teaching subjects in Micmac the language and the culture of which it is expressive become integral parts of the school day and add to the existing effort to develop the children's oral language in general.

Subject area curriculum should be developed by a small group of writers. Ideally, teachers and student teachers would work closely with students and community experts chosen for their interest in a given topic. Working with adults gives children the feeling that their work is important. They assume real -- not contrived -- responsibilities for research and materials development. Excellent sources of information on all the topics listed above are to be found at the reserve. Teachers should make good use of the dozens of interviews about centralization and other topics, taped and transcribed by the Native Communications Society in Sydney, Nova Scotia.

3. The teaching staff and children should give careful attention to the physical environment of the school to make it reflect the community's bicultural nature. It is not only decorations and charts and photographs that will complement the school's Micmac program. Space must be arranged to show that real work, ultimately oriented to adult life, takes place there. Teachers' work-space should be integrated with children's. Circular, non-hierarchical seating patterns, using tables instead of desks, would be appropriate to the small class sizes and would leave areas of the room free for large scale projects, displays and performances. The library should be developed as a resource center open to the community throughout the day, and perhaps regularly at night.

4. In any effort to work with Micmac language and culture, the school must actively involve the parents of all children on the reserve. In addition to special events and opportunities for parents to volunteer in the classrooms and library, there should be regular times for parents to meet with one another and with the school staff to discuss concerns, interests, and problems, and to develop ways in which they can support the school's work at home. Such a parent-teacher group would be helpful also to the parents of junior and senior high school students who attend school off the reserve.

APPENDIX L

Evaluation of the Early Childhood Program
Chapel Island
by Miriam Leavitt

HEADSTART

Enrollment: 2 four-year olds
8 three-year olds

Hours: 9:00 - 11:30 a.m.

Tuesday and Thursday: four-year-olds only

Monday, Wednesday, Friday: three-year-olds and four-year-olds together

Attendance has been a problem in this group. On the day I visited, the Friday following a snow day, no Headstart children came to school. My evaluation of the Headstart program is, therefore, based upon interviews with the Director of Education, Barbara Adams; the Headstart teacher, Cecelia Johnson; and a community volunteer, Lillian Marshall.

The Setting

The Headstart program is housed in its own small building, consisting of the classroom and a bathroom. Large windows along one wall let in lots of sunlight. The floor is part carpet, part linoleum. A book shelf, an indoor climber, a table and a space where children can work on the floor are in the carpeted area, while the painting easels and the sand/water table stand on linoleum. There are quite a few shelves with very little on them. Low tables and chairs provide a place for the children to eat or work. A large plywood teepee is a focal point of the room; it is big enough for several children to sit inside. Outside the teepee is a basketwork cradle with a

doll dressed in Indian costume. A small table in the corner holds one of the few toys in evidence: small easels covered with a regular gridwork of holes into which can be fitted small translucent colored plastic bulbs.

The room would work better, be more inviting to children, if it were divided more clearly into interest areas and if there were more toys and props and evidence of things to do. There should be a corner for blocks and an area for dress-up and housekeeping play with realistic props such as a stove, a refrigerator, dolls and doll beds. The table area should be supplied with simple puzzles, beads for stringing, collage and other art materials stored on low shelves. Ms. Johnson suggested a workbench for woodwork. There is apparently some difficulty with children becoming distracted when the teacher reads a story: this problem might be alleviated if the book shelves were arranged to make a selcuded reading corner furnished with an extra rug and some cushions. There could be a box or table with objects to handle and sort: buttons, pebbles, fir cones, nuts and bolts, things natural and man-made, local and exotic.

There should be more ways the children can have an effect upon their room: by covering the walls with their paintings and collages, by arranging and rearranging the paraphernalia of family life in the housekeeping corner, by dressing up and seeing themselves in a mirror, by planting seeds and by caring for small animals. There should be more evidence of the children even when they are not here themselves; photographs of them, their art work, their names.

The playground, which the school children also use during their recess, adjoins the Headstart building. It is equipped with swings, a slide, a

seesaw and a large, complex climbing structure built of logs. As inside, the emphasis here should be upon adding elements that children can change and affect through their own actions: a large sandpile, shovels and scoops, funnels, screens, etc. for sand and snow play, a gardening area, and wooden boxes and boards. These last could be used for building, making obstacle courses, or providing seats and shelters and working spaces for bringing art, music or story outside on nice days. A board bridging two boxes makes a good place for children to balance or jump with a teacher's help.

Curriculum

The day begins with a free-play period followed by a circle time when teacher and children might sing, do finger-plays, dance or taok about the weather. Snack, which the children help to prepare, is relaxed; some children linger over their food to talk, some finish quickly and go back to their play. Snack is usually followed by a more structured playtime, a special art project or dancing or exercises to a record. The last fifteen minutes or so before the children go home is spent outside. The schedule is flexible: in good weather, they might spend longer outside, for example. The favorite play activities which prove most engrossing to the children are play dough -- which they hammer and cut with cookie cutters -- and the climber where they play pretend games as they climb. They like to take books underneath the climber and inside the teepee. All of the children, except for one girl, now like listening to stories, whereas earlier in the year, they were apt to wander away in the middle of a story. The teacher

uses activities: stories, games, puppets, discussions from a Peabody Language Kit on Tuesdays and Thursdays when the two four-year-olds attend alone.

The curriculum needs more variety and interest, especially in the activities that children choose in the free-play period which must be carefully planned and set up. If the teacher takes some notes on the children's play, their interests and questions, she can plan trips or visitors, bring in books or pictures on subjects of interest. She can also help children expand and elaborate their explorative play by varying materials and equipment, e.g. art materials or water play equipment.

The Micmac Cultural Program

Lillian Marshall, a community volunteer who also works with the older school children, comes to Headstart on Friday mornings to teach about Micmac culture. Ms. Marshall has studied Early Childhood education at the Truro Extension Program.

The center for the cultural program is a plywood teepee Ms. Marshall built last year. This year the Headstart children are helping her paint a picture on each panel, using stencils she has prepared. Each picture is the focus of study of a particular aspect of traditional Micmac material culture. Because Ms. Marshall feels that it is important for young children to handle real objects to learn about them, she plans each session to include an activity using the object before they paint a picture of it on the teepee. Thus, she brought in snowshoes for the children to examine and to walk with, a toboggan for sliding and hauling things in, toy canoes to play with at the water table, and a game of Waltes for the children to handle and try a simplified game with: shaking the dice on the bowl and counting the sticks.

Ms. Marshall speaks both Micmac and English with the children. She teaches them the Micmac words for the objects she brings in and finds that the children remember and use these words. She would like to have the children learn Micmac dances and more Micmac songs but she thinks it would be difficult to find someone who can do the authentic Micmac dances.

It would be good if the classroom teacher could continue and expand upon these projects throughout the week. It would also be a good idea for the classroom teacher to speak with the children in Micmac often enough for them to feel that the Micmac language is a natural part of school and learning.

Parent Involvement

The most pressing concern for the Headstart program is parent involvement. Unless the parents of next year's three-year-olds are strongly committed to sending their children to school, it may be best to limit the Headstart program to four-year-olds. The teacher will need to be able to demonstrate to the parents that there are advantages to this early school program in helping the children's language development in both Micmac and English, in inspiring interest and enjoyment of school, and in enhancing their development as social beings. Perhaps Ms. Lillian Marshall could explain her cultural education program to the parents and enlist their help in contributing to the areas she would like to expand, especially Micmac singing and dancing.

The teacher should make home visits before school begins in September and periodically throughout the year to keep communication open between home and school and to keep parents interested, involved and informed. Work meetings at the Headstart building, perhaps combined with a potluck supper,

could provide an informal setting in which the teacher could explain to parents the purposes behind the play-centered curriculum while working cooperatively with them on making and repairing toys or raising money to purchase new play equipment.

PRIMARY AND GRADE I

Enrollment: Primary - 4; Grade I - 5

Schedule:			
	9:00 - 9:15	Homeroom	Judy Emery
	9:15 - 10:15	Social Studies or Science	Patsy Marshall
	10:15 - 10:30	Recess	
	10:30 - 12:00	Language Arts	Judy Emery
	12:00 - 12:30	Lunch	
	12:30 - 1:30	Math	Freda Levi
	1:30 - 2:30	Homeroom	Judy Emery

Teaching in Primary and Grade I is departmentalized, as shown above. In this evaluation, therefore, I shall describe each subject separately, including recommendations. More general recommendations for this class will follow at the end.

The classroom is sunny and cheerful. Children's work displayed on the walls includes their pictures and writing as well as pictures with captions they have dictated and some group stories. There are also charts marking such accomplishments as keeping the room clean, going to bed before 9:00 p.m. and brushing teeth. A chart of measurements taken in math class and one showing how different animals move give evidence of the math and science work that go on here.

Social Studies

The teacher, Ms. Patsy Marshall, uses the DUSO curriculum, following it very closely. This curriculum package (Developing Understanding of Self and Others) includes a detailed teachers' guide and all necessary materials and activities: songs and stories on tape, stories printed on the back of large pictures so the teacher can read while the children look at the picture, puppet characters, ME books for the children to draw in, and explicit discussion guides. Ms. Marshall feels that the program has most definitely lived up to the goal stated in its title.

She finds that the children look forward to the activities and speak more freely in the discussions than they did at first.

The children sit on the floor in front of the teacher's desk. On this day they began with a few songs, standing up to sing along with a tape with evident gusto. They seemed eager and attentive. The teacher read a picture story about a girl who feels left out by her friends. This was followed by a discussion about how it feels to be without a friend, how one might go about making friends, etc. Then a puppet told a story. The children talked easily and naturally with each other but it sometimes seemed from their answers to questions that they didn't get the emotional point of the stories or identify with the characters. Talking, singing and listening were the only activities for the children this morning; their only movement, to stand up to sing. They began to be restless before the end of the hour's period.

Recommendations

While the DUSO program could be useful in promoting understanding of feelings and while it certainly helps develop facility in oral English, it would be more meaningful if it were better integrated with the children's lives. Having a special one hour period three times a week for affective education creates an artificial separation between thinking and feeling. It might be more effective for the homeroom teacher to introduce some of these stories and activities at appropriate

times, not in the order given in the teacher's guide, but as particular issues become important to the children.

Science

Patsy Marshall teaches science on alternate days The science curriculum for Primary and 1 is another commercial program. It is general science: animals, plants, weather. There are projects for the children to do: making charts, growing plants, studying the weather. Ms. Marshall feels that the science program is a success.

Recommendations:

The advantage of the present scheduling is that children are probably spending more time on science than they ordinarily would in school. On the other hand, study of the natural and physical sciences could be integrated into much of the rest of the curriculum. It is very important that children of this age spend time observing and exploring their environment directly, with all their senses. They should have available tools for ongoing scientific investigation: hand lenses, storage trays for collections of stones, leaves, seeds, etc., places to keep insects, worms and small mammals, pots of earth and sprouting jars for growing and studying a wide variety of plants, etc.

Reading, writing and mathematics should grow out of scientific exploration as children and teacher consult field guides and resource books, keep records of plant and animal

growth, identify animals and plants by shape of wing or number of toes or petals. The total curriculum could thus be better integrated and made more meaningful to the children.

Language Arts

This was bookmobile day. The children spent the first part of the period selecting a laundry basket full of books for the month. Back in the classroom they continued to browse through the books, showing them to their teacher and each other. Ms. Emery agreed to read two books aloud. She introduced The Temper Tantrum book by asking the children, "What's a temper tantrum? Did you ever have one? Why might someone have a temper tantrum?" The children responded eagerly. Each one had something apt to volunteer. From time to time during the story, Ms. Emery encouraged the children to predict what would come next. The questions and opportunities to participate held their attention without interrupting the flow of the story.

The animals in the story got the children onto the subject of large animals. There followed a lively discussion of the beached fin whale they had all gone to see. Ms. Emery encouraged them to remember details, to listen to one another and to add to each other's comments. The children had made pictures of the exciting event and remembered it well. When Ms. Emery drew a picture of the whale on the board to show the vivid stripes under its mouth which the children described, one of the first graders added the whale's huge

tongue and some children next to it all in proper scale.

Such discussions, which occur frequently in this class, are developing the childrens' ability to write and speak clearly, and to pay attention to detail, sequence, and cause and effect. They also help the children become attentive listeners, to each other as well as the teacher.

During language arts period on a more typical (non-bookmobile) day the children would also be working on reading and writing. Primary and Grade 1 both have writing books in which they work on the same subjects but at different levels. For example, a primary child might write the letter G with a picture of a g-word and perhaps the word, while a Grade I student might write a sentence or a short story. Just now they are working on rhyming words; sometimes they write group stories using these word families. They also look through newspapers for words they've learned to read or for letters whose sounds they are learning. Even when the grades work separately the Primary children are picking up a great deal from listening to the Grade I instruction. In her curriculum this teacher uses a variety of approaches to reading, writing, listening and speaking. She uses commercial materials and guides as well as her own materials and ideas. Commercial materials are flexibly adapted to the children's needs, interests and abilities.

In the homeroom periods the children do lots of singing, dancing and exercise. Those periods may also be used for art, health, or reading aloud.

Ms. Emery is an effective and knowledgeable teacher. She is warm and accepting of the children and seems to inspire them with her enthusiasm and intellectual curiosity.

My recommendation for language arts and homeroom has to do with the departmentalized structure of the day. Language arts, especially for primary children, should be more closely integrated with the other things they learn.

Lunch

The lunch period is one half hour long. Those children who don't go home eat lunch in the classroom.

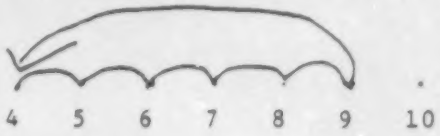
Mathematics

Math period follows lunch. The math teacher, Freda Levi, has the children sit with her around their low work table. She handed out worksheets and the children started in on them. The atmosphere was relaxed and amicable. The teacher speaks to the children in a pleasant low voice and responds quickly to their questions or difficulties. Work is corrected right away. The children are helpful to each other, happily sharing pencils or number lines. With the exception of one child, they seemed to concentrate on their work. One little girl was distracted by every sound and by her own daydreams. Ms. Levi helped her several times by directing her attention back to her work or by pointing out a careless error.

The worksheet for the primary children consisted of addition and subtraction problems which they worked out with

the help of loc blocks. Grade I had one page of addition and subtraction problems which the children either worked in their heads or with their number lines and a second page on which they had to fill in the blanks on number line problems by making the appropriate number of jumps on the number line,

e.g.



The teacher checked each child's work and pointed out the mistakes so that the child could correct them at once and have the satisfaction of showing her a perfect paper for a final check. They were then allowed to select a sticker to put on their work. After they finished their work, the children could color the pictures on their worksheets or draw. Ordinarily Ms. Levi would then show them a filmstrip, but on this day Ms. Emery finished her language arts class early with the oldest grade and was free to run a long promised gym session in this room for hers and Ms. Marshall's children. Ms. Levi's goals for this class are as follows.

Primary To get as far in Grade 1 work as they can with understanding. They are now adding and subtracting using concrete materials. According to the pre-tests they took for the Primary math book, they already know that work.

Grade 1 To be prepared for Grade 2 work. To know addition and subtraction thoroughly. The children started the year using concrete materials and number lines for their addition and subtraction. Ms. Levi would like to "get them off" using concrete materials and number lines for addition and subtraction by the end of the year.

The math curriculum is taken largely from two or three math books. The teacher selects the most appropriate pages and mimeographs them for the children. The work consists chiefly of working examples on paper, although the children have done some measuring using their hands and feet as standards of measurement. Ms. Levi had planned today to work on a chart with the Primary children to help them understand addition and subtraction but because two of them were absent she postponed it and found that the two Primary children present understood their worksheets better than on the day she had introduced them. Work is usually not individualized: all children are expected to do the same examples. An exception is a 1st Grader who missed so many days in January that he fell behind. He is now doing the same kind of work as the Primary children but from a different book.

Recommendations

There seems to be an emphasis on learning skills in this class, as opposed to reasoning and problem solving. I question why there are so many similar examples to be worked, why so much of the work is written and why the teacher

feels she needs to wean the 1st graders from concrete materials. The children's age and cognitive stage would suggest rather the need for more extensive and creative use of concrete materials and direct experience for counting, comparing, measuring, adding and subtracting. It was striking too that the activities that follow the written math work, viewing filmstrips and drawing, are not math related. This would seem to be the ideal time for math games and projects, counting, sorting and weighing with familiar objects, simple graphing, play with dominoes, pattern blocks or unit blocks, cooking with metric measurements. etc. The Nuffield guides would provide excellent ideas to use at this age level. Without enough such active and meaningful experiences using concrete materials, these children may learn the skills of adding and subtracting without gaining the understanding of those operations that would enable them to use and extend them in new contexts.

GENERAL RECOMMENDATIONS, 1ST GRADE AND PRIMARY

The physical space the children inhabit could be more inviting and more conducive to concentration and involvement. If the room were more clearly organized into areas for particular kinds of work or activities, the children could move easily from one task to the next. There should be contrast between the areas: a book corner divided off by low shelves, furnished with a rug and comfortable cushions, as opposed to an open uncluttered space for dancing and exercises

and group discussions, or a table area for quiet games, drawing, math work and writing.

For children of this age there should be more provision for play, based on an understanding of the importance that dramatic, exploratory or constructive play has for learning. There should be blocks, dress-up clothes, puppets. Paper, pencils and a variety of art supplies should be accessible on low, uncrowded shelves so that children can help themselves easily and clean up as they go along.

Ideally this structuring of the room should be matched by a more flexible plan of instruction, one more closely modeled on the British Infant Schools' integrated day. Such a curriculum allows for children to work individually or in small groups on projects of importance to them. Teacher and children can initiate in-depth investigations which might involve math, science, social studies, language arts, music, painting and drama in combination, not always as separate entities. The present departmentalized scheme does not allow for the flexibility of scheduling nor the thorough enough knowledge of the children as individuals and as a group that makes for optimum teaching.

At Chapel Island School, where the relationships between teachers and children are so warm, supportive and positive, where numbers are small and where the teachers seem eager to do their best, departmentalization is an unnecessary and limiting division of duties. The present structure is too likely to encourage children to wait passively to be taught

rather than freeing and inciting them to dig into learning on their own.

APPENDIX M

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Evaluation of Curriculum at Chapel Island School Primary to Grade 6

by Pat Barnes

During March, 1983, Chapel Island School was visited for the purpose of evaluating the curriculum for Primary to Grade 6.

The staff of the school has four members, one who acts as co-ordinator and three classroom teachers. The students are grouped into P-1, 2, 3, 4 and 5, 6 levels. In the school teachers were assigned specific subjects to teach rather than grades. One teacher is responsible for P-6 language arts, another teacher assignment is P-6 Social Studies and Science and P-6 mathematics is the third teacher responsibility.

The evaluator has some concern regarding subject teaching at the elementary level. The Nova Scotia Public School Program states "many objectives of various subject areas overlap and basic aims of the elementary program as a whole are most effectively achieved in activities involving elements of more than one subject area. Administrators are to provide leadership in establishing organizational and scheduling patterns that did natural interrelating of subject areas in most activites in elementary school classrooms".

Subject area teaching at the elementary level has some specific limitations which include:

. Integration of curricula is not facilitated

. Good pupil-teacher rapport is more difficult to achieve

. Individual pupil needs are difficult to know fully and to meet

. Rigid time periods interrupt flow of learning at crucial points.

The Nova Scotia Public School System states that to assure a consistency of educational opportunity among schools of the province, it is required that all elementary schools include the following areas of study for all children:

At Primary Grade

Expression and communication (including movement, music, art, as well as speaking, listening and preparation for reading and writing, and incorporating activities that achieve the aims of physical and health education, social studies, and science education at this stage of development) 85%

Mathematics readiness experiences (incorporating activities with social studies, physical and health education and science education aims as above) 15%

At Grades 1 through 3

Language Arts - Listening Speaking, Writing, Reading (incorporating social studies)	.....55%
Mathematics Education	.....15%
Science Education	.....10%
Physical and Health Education	.....10%

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At Grades 1 through 3 (cont'd)

Music Education and Art Education	.....10%

At Grade 4 through 6

Language Arts (including French, Second Language if offered)	.....40%
Mathematics Education	.....20%
Science Education	.....10%
Social Studies	.....10%
Physical and Health Education	.....10%

In Chapel Island School the teachers provided the evaluator with the following timetables. From the timetables and discussion with the teachers it would appear that the teachers were following the provincial program in most areas. Some concern is expressed regarding the music and physical education program. Although both of these subjects are part of the P-1 program, they are not regular parts of the upper grade levels. (Timetables attached.)

The Health component of the curriculum is not taught at all grade levels. At grades 5 and 6, a text called You & Your Health is the instructional resource, however, health is not part of the curriculum at grades 2, 3 and 4.

Language Arts at grades P-6 follows the provincial program. Expressways and Reading 360, two authorized reading series, are used as the core instructional tools. The Canadian Spelling Program is used at grades 2-6 levels. It was pleasing to see sustained silent reading and writing as a daily part of the upper grades program. Oral communication was also a focal point in the program.

Heath Elementary Mathematics, an authorized series, is being used at P-6. The textbook is used as the major teaching device and the provincial guideline for elementary mathematics is not part of the planning for the program. Greater emphasis should be placed on the use of concrete materials, metric measurement, geometry, problem solving and the understanding of concepts.

The evaluator was informed that the science and social studies courses did not follow provincial guidelines. The science courses do use an authorized series Stem as the major resource. Fieldtrips which as an important aspect of science program are also planned for the students. The aim of the social studies program is to ensure that the students are aware about their culture and heritage. The topics selected for study are appropriate for the grade level, however, few materials are available for the teacher or students.

The art program of Chapel Island School is well planned and contains a wide variety of art experiences. The students informed the evaluator that they looked forward to art class. Materials for art are somewhat limited, however, the program has been designed so diverse resources can be utilized.

The lack of cupboards in the classroom make it difficult for good classroom organization.

The evaluator has some concern regarding the computers in the school. It is beneficial that the students are knowledgable about curriculum literacy, however, the computers were not set up for use and programs were not available.

The goals of the school have been developed and goals for next year are being considered. All teachers expressed a good working relationship with Richmond County School Board. Teachers are extended invitation to Richmond County inservice. No meetings have been held with teachers at St. Peter's High School which is the school the students will attend in grade 7.

The Headstart Program for 3 and 4 year olds is a worthy project. The students are knowledgable about the school and routines before entering school.

All students entering school are fluent in English. Students presently do not have the opportunity to study Micmac at school.

Standardized testing is part of the schools program and report cards are sent to parents three times annually. Some concern was expressed to the evaluator that none of the staff members were knowledgable in the diagnosis of specific learning problems.

Recommendations

It is recommended that:

1. The organization of teacher assignments be reviewed to ensure that the present approach is the most appropriate.

2. Music, Physical education and Health courses be reviewed to ensure all students receive the provincial allotment of time in these courses.

3. Inservice sesions on mathematics be planned which assist teachers in the use of concrete materials, metric measurement, geometry, problem solving and the understanding of concepts.

4. The social studies curriculum be developed so that the teacher and students have resources available to them.

5. The computers be set up with programs so that they are available for use by the students.

6. Cupboards be built for each classroom. The cupboards should contain sections for books, concrete materials, bristol board, paints, etc.

7. Teachers have opportunities to meet with teachers of grade 7 at St. Peter's High School to discuss the grade 6 and 7 programs.

8. Policy and procedures to obtain individual assessments on students be developed.

9. The opportunity to offer the teaching of the Micmac language be studied.

The school exhibited a good learning environment and the students appeared happy.

PRIMARY to ONE

9:00-9:15	Opening exercises
9:15-10:15	Science and Social Studies
10:15	Recess
10:30-12:00	Language Arts
12:00-12:30	Noon
12:30-12:45	Storytime
12:45-1:45	Math
1:45-2:30	Physical Education, Art, Music, Health

GRADES 3 AND 4

9:00-9:15	Show and Tell
9:15-10:15	Language Arts
10:15	Recess
10:30-11:30	Math
11:30-12:00	Spelling
12:00-12:30	Lunch
12:30-12:45	Silent Reading, Storytime, Silent Reading, Religion, Silent Reading
12:45-1:45	Science, Social Studies, Science, Social Studies, Science
1:45	Drama, Library, Music, Art, Library, Physical Education

GRADES 5 AND 6

9:00-9:15	Silent Writing
9:15-10:15	Math
10:15-10:30	Recess
10:30-11:30	Science or Social Studies
11:30-12:00	Spelling
12:00	Lunch
12:30-12:45	Silent Reading
12:45-1:45	Language Arts
1:45-2:30	Health, Art

APPENDIX N

TERMS OF REFERENCE

CHAPEL ISLAND BAND EDUCATION COMMITTEE

MEMBERSHIP

The Education Committee will be comprised of (5) members who reside on the Chapel Island Reserve; two (2) members to be appointed by the Band Council, three (3) elected by the Band members.

The Education Co-ordinator will be appointed as an honourary member of the Committee and will also act as liason to the Band Council.

DISQUALIFICATION

No person is qualified to be elected to the education committee who:

(a) ceased to reside in Chapel Island
(b) is not a voting member of the Chapel Island Band
(c) is not 21 years of age or over

TERMS OF OFFICE

All members will be appointed for a maximum of a one year period subject to renewal or suspension based on the approval of the Education Committee and the Band Council. Committee members may be disqualified for the following reasons; termed as an inability to act:

(a) If the Committee member misses two consecutive meetings without just cause (to be determined by the Committee members) or misses a total of more than three meetings in the year.

(b) If the Committee member attends a meeting while impaired ie. under the influence of alcohol or drugs.

(c) If the member is not contributing in a positive fashion to the activities of the committee.

TIME AND CONDUCT OF ELECTION

Members will be appointed, or re-appointed in June of each year.

RESIGNATIONS

Resignations shall be submitted in writing to the secretary of the Education Committee.

VACANCIES

Any vacancy of a member of the Education Committee caused by death, resignation, refusal or inability to act shall be for

the unexpired term of such member whose place he or she is chosen to fill. Vacancies shall be filled within thirty (30) days.

OFFICERS

The Education Committee shall, at the first meeting of each year held after the annual appointment of new members, elect from its members:

(a) one chairperson
(b) one vice-chairperson
(c) one Secretary/Treasurer

These officers will serve a one year term.

DUTIES OF OFFICERS

CHAIRPERSON

The Chairperson shall preside at all meetings of the Education Committee. He/She shall call all special meetings of the Education Committee that he/she may deem necessary.

DUTIES OF OFFICERS

Vice-Chairperson shall perform the duties of the Chairperson in the absence of the chairperson.

THE SECRETARY/TREASURER SHALL

(a) record all proceedings
(b) receive and conduct correspondence
(c) prepare and read the minutes
(d) in consultation with the chairperson and the Director of Education, prepare the agenda for all meetings.
(e) ensure that all financial regulations of the Education Committee are followed.

REGULAR MEETINGS

The Education Committee shall hold regular meetings once a month on a date to be decided by Committee members. The regular meetings may be suspended for the months of July and August. The secretary shall record the minutes of the meetings. One copy of the minutes shall be presented to the secretary of the Chapel Island Band Council and one copy shall be kept on the Education Committee files. A copy of the minutes will be sent to the Chief and Councillors. The minutes of the Education Committee will be posted. Any member of the Education Committee shall have access to the minutes and other relevant materials. Non-committee band members may attend but not vote at an Education Committee

meeting. Non-committee members may make presentations to the Education Committee by appointment only. Requests to be put on the agenda of an Education Committee meeting shall be made in writing to the secretary of the Education Committee twenty-four (24) hours prior to the regular meeting. The agenda will be posted forty-eight (48) hours prior to the regular meeting. Official decisions of the Education Committee can be arrived at only at duly constituted committee meetings. Individual committee members or group of committee members do not have independent authority to speak for the Education Committee and can not make out-of-meeting commitments. In order to take action, establish policy, or make a formal recommendation, a legal vote must be taken and recorded. After a proper motion, seconding and provision for discussion, a legal vote can be called for. All resolutions, motions, or recommendations will be considered passed or rejected by a vote of simple majority when a quorum of committee members are present. A quorum shall consist of four (4) committee members.

GENERAL MEETING

The Education Committee may call general meeting (s) from time to time for the purpose of consultation.

SPECIAL MEETINGS

Special meetings may be called by the chairperson and shall be called by the secretary upon written application to him by any of the five (5) members. Committee members shall be notified forty-eight (48) hours prior to the meeting by phone and letter. The forty-eight (48) hour requirement may be waived by the consent of all members. The notice shall state the business to be considered, and no other business shall be transacted other than that specified in the call, without the unanimous consent of all members.

RESPONSIBILITIES OF THE EDUCATION COMMITTEE

The Education Committee will have the overall responsibility for policy, direction, administration and evaluation of the Education program as stated below:

1. Assist in the development of policies regarding (a) programs offered in the school, (b) personnel, (c) school.

2. Provide a standard of education compatible with the Nova Scotia Provincial curriculum so as to allow students to transfer from the Chapel Island School to other schools with maximum efficiency and ease.

3. Using curriculum as a means to achieve the educational goals of the community, assist in developing a program which will maintain balance and revelancy between academic skill subjects and Indian cultural subjects.

4. Give direction to the In-Service training of teachers and other education personnel.

5. Provide continuous and on-going evaluation of the total Education Program which includes: Instruction, Curriculum, Counselling, Maintenance, Transportation and other related services.

6. Assist in setting up school policy.

APPENDIX O

CANADIAN TESTS OF BASIC SKILLS RESULTS

GE/%ile

Pupil	Age	Grade	Days Absent	Test Level	WA	V	R	L-1	L-2	L-3	L-4	Total L	W-1	W-2	Total W	M-1	M-2	M-3	Total M	C
A	11	3	12.0	7	21 7	18 4	14 1					15 1				23 4	31 22		27 7	19 1
B	9	3	18.5	7	23 10	24 11	24 8					38 49				15 1	27 11		21 1	26 6
C	8	2	17.5	7	26 36	39 85	38 80					47 91				26 34	21 12		24 24	35 75
D	8	2	17.5	7	15 7	25 31	28 45					41 80				26 34	16 2		21 12	26 35
E	9	3	30.5	9		37 44	27 14	45 66	33 34	38 49	34 38	38 48	42 61	35 39	39 52	45 76	50 89	47 89	47 86	38 48
F	12	4	6.0	9		31 9	27 2	45 41	30 9	38 19	22 2	34 10	20 1	34 15	27 2	28 2	28 3	39 13	32 3	30 2
G	14	6	14.5	9		24 1	21 1	33 1	42 5	53 14	18 1	37 4	48 7	45 6	47 10	37 1	41 3	53 10	44 1	35 1
H	10	4	29.0	9		31 9	26 1	30 9	30 9	27 4	34 16	28 2	39 21	33 14	36 12					
I	8	3	10.0	9		36 40		39 52	26 16	47 73	34 38	37 45								
J	11	5	4.5	11		44 14	44 11	64 62	43 15	49 24	52 34	52 32	45 15	58 48	52 31	58 49	52 27	60 58	57 46	50 23
K	11	5	3.0	11		45 16	48 18	53 38	54 38	46 17	42 16	49 24	57 44	62 60	60 55	58 49	63 68	60 58	60 57	52 29
L	11	5	9.0	11		55 39	64 68	60 54	65 66	75 87	65 67	66 72	69 79	68 76	69 82	72 86	59 52	61 62	64 72	64 70
M	13	6	19.5	12		45 6	41 3	50 16	48 10	64 38	34 ?	49 9	58 22	50 14	54 13	49 6	60 26	68 48	59 24	50 5
N	11	6	21.0	12		57 20	52 10	67 47	66 43	57 21	52 17	61 31	67 44	62 32	65 41	53 11	56 19	67 44	59 24	59 22
O	13	6	.5	12		58 22	64 36	38 5	39 3	59 25	59 29	49 9	65 38	56 21	61 29	61 28	67 44	69 52	66 44	60 25
P	13	6	15.0	12		45 6	45 5	46 11	45 7	44 6	45 10	45 5	56 18	57 23	57 20	66 42	56 19	61 25	61 29	51 6

Professor W.D. Hamilton (1936-)

Professor W.D. Hamilton served for eight years as a school principal in New Brunswick and Quebec and for two years as a chief examiner for the Quebec Department of Education before entering the field of higher education. Since 1973, he has been a member of the faculty of the University of New Brunswick on which he currently holds the rank of Professor of Education. The author of numerous articles and several books in the fields of history and literary history, he was co-editor, with W.A. Spray, of the volume, *Source Materials Relating to the New Brunswick Indians* (1976, 1977), and has taken an active part in the development of university programs for Native Indian and rural people. With R.D. Owston, he has co-authored studies and reports relating to Indian education and, with him, serves as Co-Director of UNB's Micmac-Maliseet Educational Development Institute.

Professor R.D. Owston (1945-)

The holder of a Ph.D. degree in educational measurement and experimentation, Professor R.D. Owston taught school in both Canada and abroad before joining the New Brunswick Department of Education as Coordinator of Testing Services. He joined the faculty of the University of New Brunswick in 1977, as Coordinator of the University's Indian Students Program, a position which he still holds in conjunction with an appointment as Associate Professor of Education. The author of several articles in his field of study and research, Professor Owston has also presented a number of papers on the education of Native Indian students at national and international conferences and collaborated on studies and reports with Professor Hamilton, with whom he also shares administrative responsibility for UNB's Micmac-Maliseet Educational Development Institue.